# Andrews University

## Focused Visit Report

**PREPARED FOR**

The Higher Learning Commission
of the North Central Association
of Colleges and Schools

## January 11, 2013

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# Introduction

The Comprehensive Evaluation Visit Team Report to the Higher Learning Commission (HLC) for Andrews University, March 23–25, 2009, identified seven areas for follow-up by the Commission. As a result a focused visit was set for March 2013. In 2011 the University applied for a Change of Control related to the integration of Griggs University with Andrews University. A focused visit in November 2011 reviewed this application. No follow-up was required. However, the Commission asked for an update on the process of the merger, particularly in relation to programs and student integration, at the time of this March 2013 focused visit. The following report will cover the seven areas for follow-up from the comprehensive visit in the first seven sections of the report. The eighth section will provide an update on the Griggs-Andrews merger. A short conclusion will consider future directions of the University that emerge from this report.

In response to the comments of the 2009 HLC Team, Andrews University has made considerable structural and personnel changes, as well as initiated a range of new or revised institutional and academic policies and practices. The integration of Griggs University has provided the institution with further opportunity to develop an institutional culture that supports higher education best practice. As a result, the March 2013 team will note that many of the University responses to the areas for follow-up show evidence of changes in structure that impact operational issues and decisions. However, even more than that, these changes provide the foundation for a shift in the University culture to one that engenders a higher level of engagement from the campus as a whole for planning and assessment, as well as in the support of off-campus learning communities.

We suggest that since 2009 Andrews University has developed deeper and more robust processes from the operation of the Board of Trustees to the implementation of academic services. While the complete results of the structural changes of the last four years have not yet fully matured on all operational levels, the structural developments at the University have resulted in an academic community that is more self-reflective in the areas of assessment and planning, and more intentional in decision-making and management of online and off-campus courses/programs.

# Section 1: *Governance*

## Concern

The 2009 HLC team raised several questions related to the operation of the Board of Trustees. In particular the team considered it important that the board, through careful consideration of composition and through education, continue a movement towards more of a "public board." This in practice would mean more focus on policy, with operational issues left to the administration (page 17).

In response to this concern, Section 1 of this report will focus on the following:

1. Board responsibility and membership
2. The role of the Governance Committee of the board
3. Board education and the *Board Policy Manual*

## Board Responsibility and its Membership

The composition of the board as established in the bylaws is voted by the corporate membership which meets at least every five years. The relevant sections of the bylaws read:

**Section 4.6**—*Powers and Duties of the Members.* In addition to the powers conferred upon the Members of the Corporation by law, the Members shall have the following powers, functions and duties:

4.6.1    At its quinquennial meeting, and after receiving a report from the nominating committee, to elect those trustees who serve under Section 5.3.5 of these Bylaws;

4.6.2    At any annual or special meeting, to remove any trustee for any reason deemed sufficient by the Members;

4.6.3    To receive reports of the operation of the Corporation;

4.6.4    To amend or restate the Articles of Incorporation and/or the Bylaws of the Corporation;

4.6.5    To take such other actions as may be necessary and proper to carry out the purposes of the Corporation and to advance its interests.

**Article V—Board of Trustees**

**Section 5.1—***Governance by Board of Trustees.* The Board of Trustees shall ensure that the Corporation is administered properly by the Corporation officers and in accordance with the board's policies and decisions.

**Section 5.2—***Qualification and Term of Trustees.* The trustees shall all be members of the Seventh-day Adventist Church in regular standing and support its mission, goals and strategic objectives. Trustees shall hold office from the time of their election and qualification until the earlier of: (a) the date that their successors are duly elected and shall qualify or (b) the date of their resignation or removal. A trustee shall be qualified as such only after filing a written acceptance of such office after being presented with the acceptance form by the secretary of the Corporation.

**Section 5.3**—*Membership of the Board of Trustees*. The membership of the Board of Trustees shall consist of up to forty-one (41) persons as follows:

5.3.1  *General Conference of Seventh-day Adventists*. The president, secretary and treasurer of the General Conference shall serve as *ex officio* trustees. The General Conference executive officers may appoint up to three (3) additional trustees.

5.3.2  *North American Division of the General Conference of Seventh-day Adventists*. The president of the North American Division shall serve as an *ex officio* trustee. The North American Division executive officers may appoint up to four (4) additional trustees.

5.3.3  *Lake Union Conference of Seventh-day Adventists*. The president, secretary, treasurer and education director of the Lake Union Conference, and each of the presidents of the five (5) local conferences within the Lake Union Conference, shall serve as *ex officio* trustees.

5.3.4  The president of the Corporation shall serve as an ex officio trustee.

5.3.5  Twenty (20) trustees shall be elected by the Members from persons not primarily employed by the Seventh-day Adventist Church and representing a wide range of professional and business interests relevant to the mission of the university. At least five (5) of these twenty (20) trustees must be alumni of Andrews University.

5.3.6.1.1  In the selection of trustees, appropriate efforts shall be made to achieve diversity and inclusiveness.

The current bylaws were revised and approved by the corporate membership in 2007, with some minor revisions in 2011. Previous to the 2007 revision, the Board of Trustees was composed of 30+ members, one third elected lay trustees and two thirds *ex officio* church officials whose areas of responsibility intersect to various degrees with the educational services provided by Andrews. The revised bylaws currently in place provide for 41 board members, one half of whom are elected lay persons and the other half *ex officio* church officials. The significant number of *ex officio* church officials on the board reflects the close ties that exist between the University and the church organization, both locally in the Midwest, nationally in the United States and Canada, and internationally through the world church headquarters located in Maryland. The elected lay members of the board represent the University's alumni and the various publics served by the institution. Appendix A1.1 provides a list of the current trustees, their personal and professional background, and the respective representative roles they fulfill.

The purpose of this change in board composition was to bring stronger lay representation to the board (making it more "public"), while retaining the ecclesiastical representation of the past. In selecting the lay representation for consideration, potential candidates were identified to ensure a representative mix of personal and professional experiences, along with gender and ethnic diversity. The resultant change has brought balance in the board between elected and *ex officio* board members and has given voice and confidence to the elected lay members both during board meetings and while advocating for the University between meetings. This change of board membership was recognized positively in the 2009 HLC Report, although at that time it was considered "a work in progress" (page 15) as changes were comparatively new. The positive impact of these changes is now more universally evident. The engagement of a number of the lay members of the board through the President's Council is one example of this higher-level involvement. For example:

1. The planning, funding and development of Buller Hall in conjunction with a remodeled Nethery Hall, the new undergraduate learning center on campus, was supported from the beginning by lay trustees serving on the President's Council. The new facility is named after a founding member of the President's Council, Allan Buller. The facility and its programs have revitalized undergraduate programs on campus according to testimonies of both students and faculty.
2. The current initiative of new health and wellness programming and a facility on campus received early and strong support from lay trustees and the fundraising efforts are led by the two co-chairs of the President' Council who have committed time, travel and significant funding to get the project started.

## The Governance Committee of the Board

With the revision of the bylaws a new Governance Committee was formed. This also has advanced the professionalism of the board. Its chair is the Board of Trustees' chair. The terms of reference are as follows:

| TERMS OF REFERENCE | AUTHORITY & RESPONSIBILITY |
|---|---|
| 1. Assist the Nominating Committee of the Corporation Membership (a/k/a Constituency) in identifying and recruiting qualified persons to be nominated as trustees at the quinquennial Membership meeting. | Power to act & recommend to Membership Nominating Committee |
| 2. Assist relevant church executive officers in identifying qualified persons to be appointed as trustees. | Recommend to church executive officers |
| 3. Identify and recruit qualified persons to be elected as trustees by the Board of Trustees to board in the event of a trustee vacancy. | Power to act & recommend |
| 4. Clarify and codify the qualifications, skill matrix, performance standards and development expectations for individual trustees and for the full board. | Power to act & recommend to board |
| 5. Conduct an annual board self-evaluation. | Power to act |
| 6. Evaluate the performance of individual trustees. | Power to act |
| 7. Evaluate board's conflict of interest policy and documents and confirm compliance with policy. | Power to act & report to board |
| 8. Provide leadership and ongoing oversight of board and corporate governance. | Report to board |
| 9. Ensure that governance "best practices" are being implemented. | Report to board |
| 10. Establish a board orientation/education/development curriculum and periodically review and assess its adequacy. | Power to act in consultation with administration |

| | |
|---|---|
| 11. Review legal, compliance and governance issues of Andrews University. | Report to board |
| 12. Conduct an annual board evaluation of the President of Andrews University. | Power to act & report to board |

**COMMITTEE MEMBERS**

Benjamin D. Schoun, *chair*
Niels-Erik Andreasen, *secretary*
RoseMarie Cazeau, *lay member*
Loren Hamel, *lay member*
Edwin Hernandez, *lay member*
Don Livesay, *vice chair of the board*
Barbara Randall, *lay member*
Paul Stokstad, *lay member*

Brent Geraty *(legal advisor/staff support)*

The Governance Committee, because of its terms of reference, has significant impact on the composition and operations of the board. For example, its responsibilities include vetting and interviewing proposed new trustees. To do so the Governance Committee establishes a grid of preferred characteristics of trustees and both existing and needed skill sets on the board before preparing a slate of names to fill new positions or to replace openings on the board. The names will normally be voted by the corporation membership, except if openings occur between membership meetings, in which case the board itself can fill vacancies.

Additionally, the Governance Committee deals with the board's self-evaluation, including the effectiveness of the chair, the board meetings, and trustee attendance. Also, the annual evaluation of the president is undertaken by the Governance Committee and its results are shared with the full board in closed session. Succession planning also falls within the purview of the Governance Committee.

The Governance Committee meets two or three times each year. Appendix A1.2 provides samples of currently used evaluation instruments.

### Board Education and the *Board Policy Manual*

Another initiative taken by administration to improve the professionalism, consistency and effectiveness of the board and its members was to arrange for two board workshops in 2008 and 2011. Robert Andringa, formerly president of the Council for Christian Colleges & Universities (CCCU), and now consultant on institutional governance of not-for-profit institutions, served as facilitator and consultant. As an outcome of these workshops a *Board Policy Manual* (BPM) was prepared; this has since been discussed and approved by the board as its operating manual (Appendix A1.3). The manual lists the responsibilities of the trustees as outlined in the bylaws, deals with the relationship between trustees and administration, notes the administrative actions that need board approval according to longstanding practices of the University, and provides a running list of specific board actions which the board is required to take or has taken, particular-

ly those that carry the force of policy, such as expected annual operating goals, and policies governing the endowment and remuneration. The *Board Policy Manual* will be reviewed and updated as needed by board vote. Its provisions will be reviewed annually during the June meeting of the Governance Committee.

Additionally, each regular board meeting agenda includes an item termed "board education." This agenda item is intended to inform the board about important issues facing higher education, Andrews University or the special educational mission of this institution. Among the topics included in recent years are the following: accreditation—its importance and the process of achieving and maintaining it; student financial aid—challenges and changes; the social network and its role in enrollment and campus communication; health and wellness on the college campus; institutional development—fundraising and capital projects.

## Evaluation

The board chair continues to be a vice president of the Adventist world church, and the vice chair is the president of the regional church headquarters. This arrangement is not likely to change, for it is outlined in the corporation's bylaws, and is part of the history and fabric of the institution. Instead, the University has sought to make this arrangement work well for the University and its future development. The comments made above concerning board membership, governance and board education illustrate some of the initiatives taken in recent years to make the board more responsive, effective and supportive. These efforts have been encouraged by the officers of the board and have inspired lay trustees to engage more actively in their various responsibilities to the benefit of the institution. The previous site visiting team drew attention to the President's Council as an example of governance that serves the "public" interest of the University and could be seen as a model for the Board of Trustees. This council is a support group composed of trustees and friends of Andrews. It meets twice each year, about one month before a meeting of the board; it is committed to institutional development and refers its findings and recommendations to the board for discussion and approval. In one way it works on the early stages of institutional strategic initiatives at the behest of the board, and it has demonstrated to the whole board what can be done by trustees who take their governance and institutional advocacy seriously. While continued vigilance will be needed to ensure the board and all its members fully embrace the potential of effective trusteeship, much has been achieved in the last few years to increase board professionalism. The board is stronger because of it.

## Section 2: *Administrative Structures*

### Concern

The HLC 2009 report expressed concern regarding the administrative structures surrounding the Office of the Provost. In particular, they requested attention be given "to delineating responsibilities for senior administration in institutional documents, such as, in Working Policy to ensure that the scope of their work is clearly understood within the institution." (page 18). The supporting comments for this action focus on institutional academic decision-making, and the need for "appropriate participation, ownership, and adequate staffing, which is not highly centralized" (page 17). The identified desired outcome for change would be to improve the depth of academic conversations and the speed of processing academic recommendations.

In response to this concern, this report will focus on the following changes and initiatives:

1. The clarification of the respective administrative responsibilities of the president and the provost, including communication of those roles, such as in the *Working Policy*.
2. The expansion of the Office of the Provost by the appointment of an assistant provost for institutional effectiveness, and the appointment of an additional part-time associate provost with responsibility for faculty issues (faculty development, faculty working policy, etc.).
3. The use of the academic committee structure to ensure (a) prioritization of academic needs and decisions, (b) broad engagement in academic decision-making, and (c) appropriate speed in making decisions. This will be looked at in relation to both central academic administration committees and faculty governance processes.

### Administrative Responsibilities

At the end of the 2008–09 academic year, Provost Heather Knight left Andrews University. For one year an interim provost served the University. During that year the University adopted key changes in the senior administrative structure to directly respond to campus concerns and recommendations by the site visiting team in 2009. The resultant changes were processed by the Governance Committee, voted by the board and then used to guide the search committee for a new provost. The present provost, Andrea Luxton, joined the University in July 2010, and has operated since then within the new administrative structure.

The voted administrative changes moved some of the direct reporting relationships of a few of the vice presidents and other senior staff to the Office of the President. For example, the vice president for Financial Administration and those dealing with external constituencies now report to the president. The organizational chart identifying the reporting relationships to the president may be found on the next page (*Working Policy*, 1.420.1, Figure 1-1):

**Board of Trustees**

**President**

Internal Auditor

General Counsel

Director Human Resources

Assistant to the President— Business Development

**Provost**

Vice President Integrated Marketing & Communication— External Relations

Vice President University Advancement

Vice President Financial Administration

Vice President Student Life

Vice President Enrollment Management

Vice President Integrated Marketing & Communication— Internal Relations

Chief Information Officer

Deans*

Associates and Assistants in Administration*

Directors and Principals*

*For full details, please see **Organizational Chart—Provost**

**FIG 2.1**

The impact of these changes is that the provost's responsibilities are now more focused on the internal University community and, in particular, the core academic functions of the University, as the official summary job description delineates:

> The provost is the second officer of the University who also serves as the chief academic officer. The combined primary functions of the provost serve to ensure that relevant University activities contribute to the fulfillment of the University's mission. As chief academic officer, the provost carries broad responsibility for the University's academic programs, goals and excellence. The provost reports to the president and the following individuals report to the provost: vice presidents for Integrated Marketing & Communication, Enrollment Management, and Student Life; the associate and assistant provosts; all school deans; and the chief information officer. In the absence of the president, the provost also serves as chief executive officer. (*Working Policy* 1:420:2)

The organization chart of the direct reports of the provost (*Working Policy* 1:420:2, Figure 1-2) further clarifies the present structure.
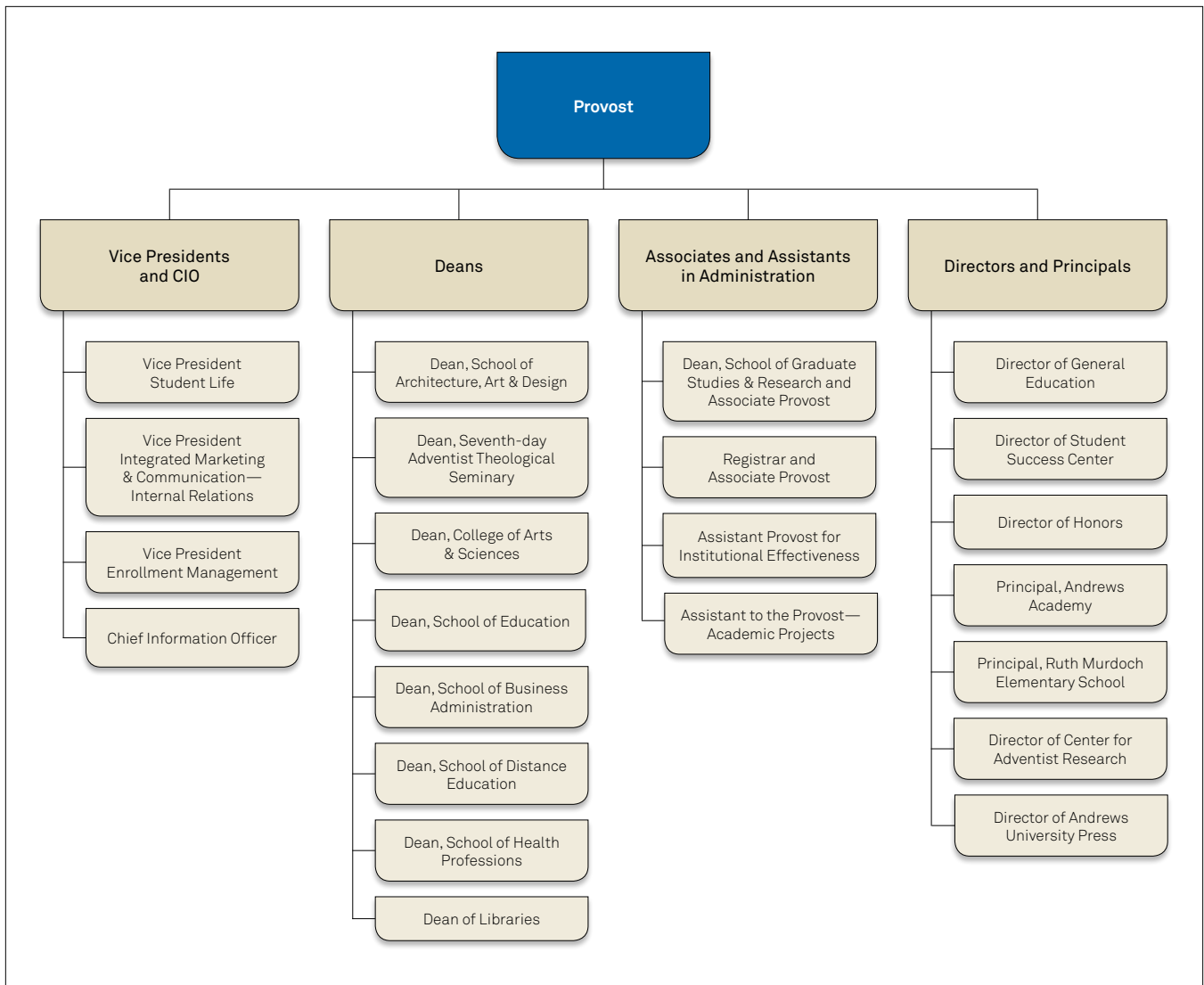
**FIG 2.2**

## Office of the Provost Staffing

Starting in August 2012, the number of professionals considered as part of the Office of the Provost expanded. The organizational chart above, under the heading Associates and Assistants in Administration, recognizes these individuals. This expansion, while not adding institutional FTEs, is in response to the desire of the provost to improve the coordination and responsiveness of central academic administration to the campus needs. The only additional full-time position is that of the assistant provost for Institutional Effectiveness. This position represents an upgrading and broadening of the role of the director of Assessment. The assistant provost now serves as the key academic administrator responsible for the coordination of assessment, institutional accreditation and institutional research activities. In combining these responsibilities, the University recognizes the vital connections between the three areas. As the assessment culture of the University has increased (see section 4 of this report), individuals across campus have become more actively involved in managing assessment processes. This has freed the assistant provost to spend time on broader strategic and coordination efforts that need more central oversight.

Two part-time associate provosts also support the Office of the Provost, both at 25% time. One of these individuals is the University registrar who has served as associate provost for some years. His role is supporting the provost by caring for student appeals and other student related issues. He has also recently accepted responsibility for management of committees. While some adjustments have been made in this area over the last few years, still more streamlining would advantage the University. The second associate provost also serves as the dean of the School of Graduate Studies & Research. His major area of support for the Office of the Provost is on faculty issues. He chairs the Faculty Policy Committee and the Faculty Development Committee. The first committee reviews and makes recommendations on faculty policy issues. Presently, for example, they are working on reviewing policies related to faculty workload. The second focuses on faculty development needs and organizes and coordinates ongoing faculty seminars. For example, in August 2012 they organized a one-and-a-half-day Faculty Institute that focused on assessment, integration of faith and learning, research processes, teaching and learning, and using technology in education. They have also ensured the coordination of all faculty support seminars offered throughout the academic year. Their overall goal is to engage faculty more broadly in their own professional development, building faculty capacity to meet present higher education best practice in teaching and learning.

The final addition to the Office of the Provost is an assistant to the provost who also serves as assistant to the president. He works on projects that will support the implementation of the institutional strategic plan at both the level of the Office of the President and the Office of the Provost. One of his present projects for the Office of the Provost is to serve as the administrative liaison for international institutions desiring an articulation arrangement for students transferring to Andrews University or desiring to spend one year at the University as exchange students. He is also working with the Departments of Aviation and Agriculture in developing community partnerships.

The increase of support for the Office of the Provost, while comparatively new, is already resulting in broadened and improved service and coordination for central academic services. This support also frees the provost to work on the more strategic academic issues for the institution. Most of this team also serves as the core membership of the Institutional Operations Team (see academic committees below), a committee established solely to facilitate smooth operating and efficient academic processes.

### Academic Committee Structure (Academic Administration)

Over the last three years the University has engaged in a number of different conversations about the effectiveness of academic decision-making processes at Andrews University, their timeliness, and the necessity of wide engagement of academic administrators and faculty in those decisions.

One important conversation has centered on academic administration decisions. Currently most central academic administration decisions are made through two committees: Deans Council and Academic Administration Council. A third committee, the Institutional Operations Team, serves as an important resource to the Deans Council and Academic Administration Council by determining how academic policy can be operationalized and by ensuring coordination among academic entities and other campus services. The terms of reference of the first two committees were reviewed and voted in their present form in the spring of 2011. The third committee was added in the fall of 2012 to respond to perceived gaps in the academic decision-making process.

**Deans Council:** Deans Council is the most senior academic administrative committee on campus. It meets three times each month. Agenda items remain largely strategic. The Deans Council advises the provost on key academic items, and refers or recommends items to other individuals and groups. For example, for the last two budgeting cycles the Deans Council members were invited to prioritize institutional academic budget needs. For the 2012–2013 academic year, the Deans Council asked for increases to professional funds to bring more equality between academic departments, an increase in research monies, a focus on assistant professor salaries and for library funding increases to remain above institutional increases in general. The strategic plan had already highlighted many of these items, but in the budget process more immediate refinement of priorities was needed. The 2012–2013 budget implemented all these requests.

**Academic Administration Council:** The Academic Administration Council meets once monthly and membership includes the deans, the registrar, the directors of academic units and the assistant provost for Institutional Effectiveness. This same membership, along with addition of two faculty also serves as the Academic Master-Planning Committee (discussed in the planning section of this report). The Academic Administration Council serves as a clearinghouse for academic policy and procedure items that will impact the campus as a whole. For example, this council helped select the institutions that would be used internally as benchmark institutions, particularly for developing and monitoring Key Performance Indicators (KPIs) (discussed in the assessment section of this report). It also reviewed the proposal to purchase Class Climate (automated process for course evaluations and other academic surveys) and recommended its purchase (which has now happened).

**Institutional Operations Team:** The Institutional Operations Team started its work in the fall of 2012, in response to indications that a more unified approach was needed to managing academic processes. This need was highlighted during the merger of Griggs University with Andrews University in 2011. For example, the University recognized its need to improve automated processes to serve the different, and broadening, student constituencies of the University. The committee's function, therefore, is to ensure the efficient operation of all campus academic processes, as well as their effective interface with other wider campus processes. The team involves key individuals across campus who need to interface on process issues (Office of Academic Records, Office of Graduate Enrollment Management, Office of Off-campus Programs, Information Technology Systems, Enrollment Management, Student Life, Integrated Marketing & Communication). This team also establishes work groups to respond to specific academic process issues. The team has to date focused on a simplified fee discount system and coordinating work to assist in simplified coding of programs and faculty groups. Its most significant ongoing agenda item is to ensure all the backroom decisions are made to automate all off-campus location registration and records processes. This conversation has so far led to a contract with a company specializing in Banner (the campus management system) to help the University fast-track needed changes, especially in off-campus admissions.

In preparation for this focused visit, all members of the three core academic committees were asked to complete a self-evaluation survey of the operation of these groups in relation to the decision-making processes of the University. Members were asked to identify how much they agreed with the following nine questions:

Q1:   The agenda items for the committee(s) are appropriately related to the terms of reference
Q2:   I can add agenda items that are important to the operation of my area of responsibility

Q3: Committee times are used to make decisions that are important to the academic life of the institution

Q4: As a committee member, I feel that my views are important

Q5: As a committee we keep track of our actions and follow-up is expected

Q6: I consider that the central academic decision-making processes of the University are timely

Q7: I consider that the central academic decision-making processes of the University focus on the important issues

Q8: The central academic committees and other academic processes on campus have a clear connection

Q9: I understand how the central academic committees connect to other decision-making processes on campus

The intent of the survey was to identify how successful the University had been in building a central academic decision-making structure that was facilitating effective and collaborative decisions. The full survey result can be found in Appendix A2.1. The summary results below provide an overview of committee member perceptions:
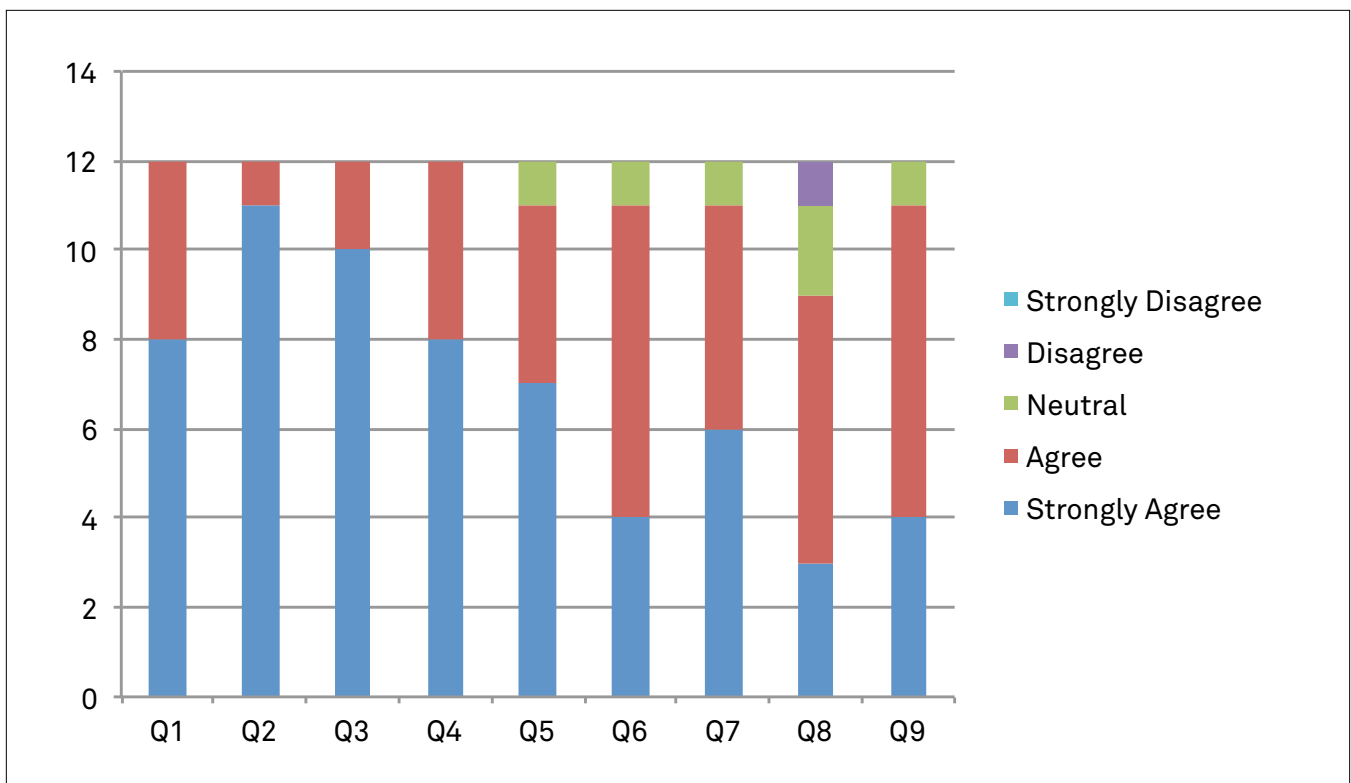


**FIG 2.3**

Overall, this chart suggests that committee members feel very positive about the operation of these three central committees, their priorities and their collaborative approach. The statement that resulted in the least positive reaction was "The central academic committees and other academic processes on campus have a clear connection." While this same perceived challenge led to the recent establishment of the Institutional Operations Team, it is too soon to know whether this team will close the gap and help ensure an

even more positive attitude towards central academic processes. Important decisions continue to be made and implemented. However, continued communication, to both those on these core committees and the rest of the campus, will be vital if the University is to maximize the positive impact of these groups.

## Academic Committee Structure (Faculty Governance)

During the 2010–2011 year, University committee classifications were changed to more clearly delineate faculty committees from academic administration committees. Presently faculty-driven committees include Undergraduate Council and its subcommittees, Graduate Council and its subcommittees, Faculty Policy Committee, Faculty Development Committee, the Scholarly Research Council and its subcommittees, the Assessment Committee, the Rank and Continuous Appointment Committee, the Distance Learning and Technology Committee and the Senate (Faculty Subcommittee). In an attempt to ensure maximum engagement by faculty on key issues and minimize duplication of effort, terms of reference have been developed for each of these committees. A summary statement of purpose for most of the key committees can be found in the *University Working Policy*. All terms of reference will be available to the team in the Resource Room (R2-1). This process of formalizing terms of reference has helped the faculty engage in some important conversations, such as the possible conflict between the responsibilities of Professional Councils (such as in Physical Therapy) and institution-wide committees such as General Education, and how the faculty can engage more directly in strategic issues.

Partly in response to that perceived gap in faculty involvement, a Faculty Strategic Initiatives Committee was established during the 2011–2012 year to provide a forum for faculty to ensure faculty interests (cross-school) were represented adequately in the strategic planning process. The effectiveness of this group will be analyzed more fully in the section of this report on planning. Another ongoing conversation relates to the working of the Senate and its voice. The present Senate is a combination of staff and faculty and a faculty subcommittee deals with specific faculty issues. The Senate has been invited by academic administration to review this structure to ensure that faculty voice is adequately heard through the existing process, or if not, to identify what changes could be made to enhance that voice. Included in this extended process of ensuring the faculty place in the University structure is a review of the role of adjunct faculty and how they can play a larger role in the decision-making processes at the University.

At the present time, General Faculty serves as the senior faculty committee. It provides a very valuable forum for academic administration and faculty to share important initiatives and hear reports from faculty committees. Meeting once monthly during the academic terms, General Faculty considers assessment reports, reviews recommended policy changes and advises the provost and other administrators of faculty perceptions on key initiatives and events. However, since all regular faculty are members of the General Faculty the large numbers limit the effectiveness of this forum for significant engagement in important issues.

Another way in which faculty are presently engaged in key academic decisions is through a series of focus groups set up through the Office of the Provost to respond to strategic initiatives that cross over school lines. Two groups are presently reviewing certain questions raised by faculty on advancement criteria. Another focus group is set to look at the undergraduate experience; another on how the University can best fulfill its strategic priority on leadership development.

No formal evaluation has been taken of the effectiveness of faculty involvement in decision-making; however, the present faculty Senate conversation on faculty voice will include that evaluation.

## Evaluation

Since 2009, the University has made significant strides in clarifying and deepening its academic decision-making processes. The shift of the responsibilities of the provost and the increase of staffing in the Office of the Provost has allowed for more focus on the core academic operations of the campus as well as in academic strategic initiatives. The refocusing and expansion of the three central academic committees has strengthened the decision-making processes, both in prioritizing needs and in ensuring timely action. Faculty have core responsibilities in driving the teaching and learning processes and the connection between faculty decision-making and central academic leadership is becoming steadily more defined and robust.

As the University moves forward, continued focus will be required on streamlining decision-making processes and on ensuring strong communication within and between decision-making groups. The present focus by the Senate on the faculty voice will play an important role in helping to further define a strong structure for ensuring broad engagement in academic decision-making and processes, which in turn are robust, responsive and effective.

## Section 3: *Oversight of Affiliate and Extension Programs and Legal Approvals to Operate*

### Concern

A third area of concern expressed by the visiting HLC team relates to the oversight of Andrews University's affiliate and extension programs. The team's report reflected changes in the regulatory environment and the deepening interest on the part of both governmental and accreditation agencies in international partnerships. The team expressed concern in four areas: understanding controlling laws and regulations; attaining legal and regulatory approvals; supervising and "vetting" of new and existing sites; and integrating programs at these sites into the educational community of the University.

Section 3 of this report will identify the manner in which the University has addressed these concerns by reporting on the following developments:

1. Institutional reorganization and staffing changes
2. Planning, policy and procedure development
3. Compliance practices established
4. Development of infrastructure to support off-campus programs

### Institutional Reorganization and Staffing Changes

As the premiere higher education institution of the Seventh-day Adventist Church and the home of the Adventist Seminary, Andrews University has long held as part of its mission the support of Adventist education around the world. Since its founding Andrews University has provided educational resources and leadership to the education ministry of the world church. More than 50 years ago, the Seventh-day Adventist Church began to move away from sending missionaries from North America to the "world field" and began supporting local workers. As a result, the number of new institutions of higher education grew dramatically and Andrews University was called upon by its Church to support the development of these institutions. Much of this growth happened in the 1970s and 1980s and Andrews University programs were offered in many areas of the world, sometimes using Andrews University faculty, but often predominately through full partnership with the local campus, using locally qualified faculty. For example, Andrews University worked closely with the Adventist College of West Africa in Nigeria in the 1970s. At that time the College had around 200 students. This arrangement continued until the government in Nigeria allowed private parochial institutions to apply for their own charter. With the capacity built at the institution through its relationship with Nigeria, it successfully received its own charter and is now an 8,000-student strong university (Babcock University), with undergraduate and graduate programs, as well as a law school and medical school. The University of Northern Caribbean (Jamaica), Valley View University (Ghana), Solusi University (Zimbabwe), Baraton University (Kenya) and the Southern Caribbean University (Trinidad) are other Andrews University affiliate partnership programs that developed in the 1970s and 1980s and led to the establishment of institutions with their own charters.

The nature of the partnerships that Andrews University has developed over the years has to some degree changed, but the mission of the institution to support the church internationally remains. Some institutional relationships are similar to those established in the 1970s and 1980s, particularly in countries where

it remains challenging or impossible for private parochial institutions to receive the authority to operate independently and grant accredited degrees (India, England, Hong Kong, for example). However, other relationships are more focused and bring specific programs to areas of the world to support capacity building in the local communities and churches. These programs include the Doctor of Ministry, MA in Leadership, Master of International Development Administration, MA in Religion and MAPM, and MA English with an emphasis in TESL. With all of these programs the direct Andrews University presence is more evident.

For many years the vice president of Academic Affairs or an associate in that office oversaw the international institutional partnerships. Later, when the number had grown, a new position was created to supervise the affiliations and extensions—dean of Affiliation & Extension Programs, with the support of a part-time assistant. Regulations for management of these programs were largely internal, and met accreditation expectations. However, after the HLC visiting team's report in 2009, the University realized that the changes in the external regulatory environment for off-campus programs required significant institutional change if the University was to properly manage its international commitments in the future. Before these changes were realized, in 2010, one year after the HLC visit, Andrews University was approached by the Seventh-Day Adventist Church governing body to accept Griggs University (a smaller institution dedicated to the delivery of distance education programs to the international Church and accredited by the Accrediting Commission of the DETC) as a gift. Over recent years, in addition to online distance education, Griggs University had followed the Andrews University model in developing international partnerships and these partnerships would also be part of that gift. The University administration, faculty and board realized that this gift provided the University further impetus to strategically reorganize in a way that would better serve both its distance education programs and its off-campus programs.

As a result, the University created the School of Distance Education (launched in July 2011) with a dean whose responsibilities include general management of off-campus programs as well as distance education and the Griggs University merger. The purpose of this new school was to assist the University in changing its approach to and management of off-campus programs. A School of Distance Education professional staff was assembled to accomplish that purpose. In addition to the dean of the School of Distance Education, this staff includes:

The director for Off-campus Programs, who has the responsibility to provide frontline oversight of off-campus programs.

The compliance officer, who has responsibility for ensuring that all off-campus agreements and programs comply with local and U.S. regulations and accreditation guidelines.

The director for Student Services and Assessment, who has the responsibility to find creative ways to ensure that off-campus students can participate in the educational community on the Andrews University campus.

The financial manager/coordinator for Off-campus Programs who has responsibility for making certain that financial obligations are met and that the University travel to off-campus sites is coordinated.

The assistant to the director for Off-campus Programs, who provides support to the director for Off-campus Programs.

This institutional change has resulted in a shift from one person supporting off-campus programs to a team supporting them. The School of Distance Education works in collaboration with the academic departments who retain their responsibility over the academic offerings and faculty approval. However, the School of Distance Education serves to support, monitor and ensure compliance for all off-campus programs for the University.

## Planning, Policy and Procedure Development

With the establishment of the School of Distance Education, the University affirmed its commitment to centralizing the responsibility for management of off-campus programs and to raising the awareness of and the sensitivity to the needs of off-campus students. Members of the School of Distance Education serve on all University committees and have taken part in the strategic planning process by developing not only a strategic plan for the School of Distance Education but also by having that plan reflected in the larger University strategic plan.

Before the establishment of the School of Distance Education, responsibilities for such processes as agreement negotiation, compliance and approvals, site visitation, continued monitoring and assessment of programs were decentralized, which inevitably led to variation in processes and to uneven monitoring. During the academic year 2011–2012, the University spent months reviewing what had been happening on campus, updating files, bringing all agreements together in one place and reviewing them carefully, identifying policies that needed to be adjusted to include off-campus sites, working shared responsibilities through committees. During this time, the School of Distance Education established itself on campus, working closely with the provost to redesign the University's interaction with its off-campus programs.

After the first year, which may be called the "discovery phase," the School of Distance Education team spent this school year creating and receiving approval for new policies, procedures and resources that better secure the University oversight of off-campus programs. These policies, procedures and resources include:

1. An application process for new programs (Appendix A3.1)
2. A new contract/agreement process (Appendix A3.2)
3. A compliance database that includes all programs, contractual terms and approvals information (R3.1)
4. A revised academic audit process that better assesses the effectiveness of programs offered (Appendix A3.3)
5. The establishment of an annual reporting process with newly-developed forms for both faculty and student reporting (Appendix A3.4)
6. A revised *Off-campus Programs Manual* that clearly identifies policies and expectations (R3.2)
7. A centralization of international travel scheduling, as it relates to off-campus programs, in the School of Distance Education so that we can ensure that each site is visited at least once a year (R3.3)
8. A survey of off-campus locations to determine how to better serve their students (Appendix A3.5) Results from this survey should be available in the Resource Room at the time of the team visit (R3.4)
9. Annual site visit reporting form (Appendix A3.6)

These revised and new processes and forms have been developed to ensure best practice oversight and institutional engagement with all off-campus programs. While the University anticipates that it will take another two academic years to fully test and implement all new processes, a strong foundation is in place.

## Compliance Practices Established

Another challenge for the University was to resolve the issue of compliance. While the University has always retained a University Counsel, that role has traditionally concentrated on constitutional and human resource issues. By creating the position of compliance officer, an administrative position in the School of Distance education, the University recognized the need to employ an individual whose primary responsibility would be to ensure that all agreements, contracts, sites and locations meet U.S. state, federal and accreditation guidelines and have local approval. The compliance officer comes to the University with legal training and has now attended numerous webinars and conferences on educational compliance issues.

With a compliance officer in place, the University has also established a protocol that requires all potential sites/locations be submitted for a compliance review before an agreement/contract can be signed or a program launched. The protocol is part of the approval process for all new sites and includes the following stipulations:

1. Andrews University must have secured approval to open the site/location from its accrediting body and any other agency involved
2. The site/location must have secured approval for Andrews to operate in their jurisdiction and that approval must be in writing
3. The terms of the agreement/contract must be in compliance with best practices

The compliance officer has also spearheaded the creation of a database for all current off-campus contracts/agreements that provides information on their state of compliance. Currently, the University has confirmed or secured approvals for all international sites/locations and is also working on confirming or securing approvals for all U.S. states in which we operate. Efforts to receive U.S. approvals have been hampered by the rapidly changing regulatory environments of different states. This changing environment has meant that while the University has contacted all states, only some have confirmed approval. Some are working with the University to complete paperwork. Others are overwhelmed and have not yet responded. For example, in Puerto Rico we are number 51 on a list of more than 200 University applications to be reviewed. Meanwhile, we are continuing to operate in good faith, as seems to be the practice of other U.S. universities who operate outside their own state. The institutional database that keeps all these records will be updated periodically and will also serve as a way for the School of Distance Education to monitor contracts and agreements to ensure that they are reviewed on an annual basis and considered for renewal every three years.

## Development of Infrastructure Support

In reviewing institutional structure, personnel and processes for managing off-campus processes, the University became aware of additional challenges with infrastructure support that would need to be resolved if the institution is to provide best practice support for all students in all off-campus programs.

Currently, off-campus students at contracted locations are entered manually into the University student information system. This practice, while it does allow the University to provide transcripts to students and ensures that they are in the general database, circumvents a number of the processes that would make it possible for off-campus students to receive the most benefit from campus services and to be automatically included in statistical reports.

In the 2011–2012 academic year, the Classification and Data Integrity Committee was established to address many of the data issues on campus, chief among them to solve how we can make our student information system more responsive to the needs of off-campus programs. This group helped the University identify a range of data issues that, if resolved, would provide a more professional approach to off-campus program delivery and management. Recognizing that outside professional assistance would benefit the desired movement in this direction, the University has contracted with a specialist in Banner (the University student information system) to help resolve these issues. The first meetings with the consultant are scheduled for mid-January 2013. Once this work is completed, the University hopes to have a robust student information system that will support the procedural and structural changes identified above. Along with other initiatives, these adjustments should help provide an off-campus learning environment that reflects a significant institutional shift towards increased ownership by the University of each student's experience.

## Evaluation

The changing regulatory environment for off-campus programs has required Andrews University to rethink some of its long-established processes, in particular in relationship to compliance and ownership issues. The gift of Griggs University added more urgency to those conversations. As a result the University has developed a new structure, which is already beginning to transform institutional culture. The University as a whole is taking more ownership of its students who study at a distance. Departments and schools are able to focus more on the academic delivery of programs and on student success, while the School of Distance Education collaborates with them on regulatory and compliance issues. A range of documentation has been developed to strengthen program oversight. A team of professionals is in place to model best practice across campus. Infrastructure needs have been identified and plans are in place for implementation of those needs. Because of the wide-ranging developments in this area, full implementation across all the off-campus programs will still take some time. Off-campus personnel will require some further training. Some new contracts will need to be prepared for some sites. However, the University is in a significantly stronger place than it was in 2009 to meet its mission of supporting the Seventh-day Adventist Church's educational mission, both nationally and internationally.

# Section 4: *Institutional Planning*

## Concern

Another area the 2009 HLC report identified for follow-up was institutional planning. In particular the team commented on the need for more systematic planning throughout the University, with a rigorous process for annual review. They also noted the need for the use of more benchmarked data in decision-making and for evidence that budget and planning priorities are intentionally related. In brief the visiting team did not find clear evidence that "a culture of planning is pervading the institution" (page 23).
In response to this concern, this section of the report will focus on the following:

1. Context of change to present planning processes
2. The strategic planning process introduced to the campus during the 2011–2012 academic year that gives evidence of campus-wide planning
3. The link between data collection/benchmarking and planning processes
4. Monitoring procedures and continuous planning
5. Connections between planning and budget priorities
6. Communication of plan

## Context

At the time of the last HLC visit, the University had an operational five-year (2007–12) strategic plan. A summary review of the plan and the institution's response to each strategy will be found in the team resource room (R4.1). This summary suggests that by the end of the five-year period covered in the plan, a large number of the voted initiatives had received significant attention by the institution; however, changes in the institutional climate had also shifted some of the original priorities in other directions.

2007–12 was a time of administrative change, including in the Office of the Provost. The present provost, who has the charge of managing the strategic planning processes on campus, started her work in July 2010. In the summer of 2011, a planning process was introduced so that a new plan could be launched in the summer of 2012. The 2007–12 plan was a five-year plan, with no official process for updates. The 2012–17 plan is a rolling five-year plan, with expected annual updates. The rest of this section of the report will focus on that process and the plan that was launched in August 2012.

## Strategic Planning Process

Early in the new strategic planning cycle a flowchart was developed to identify how the campus as a whole would be actively involved in the strategic planning process. Each campus department was invited to prepare a strategic plan, which was then shared among all the departments in a respective campus unit/school. That unit/school refined the plans and developed a unified plan that was brought to the next level of planning. Other than in the academic arena, that next level of planning was the central strategic planning committee. In the case of the schools, colleges and academic service departments, the Academic Master-Planning Committee served as another planning venue to prioritize the academic plans presented by these groups. The chart below identifies the flow of information.
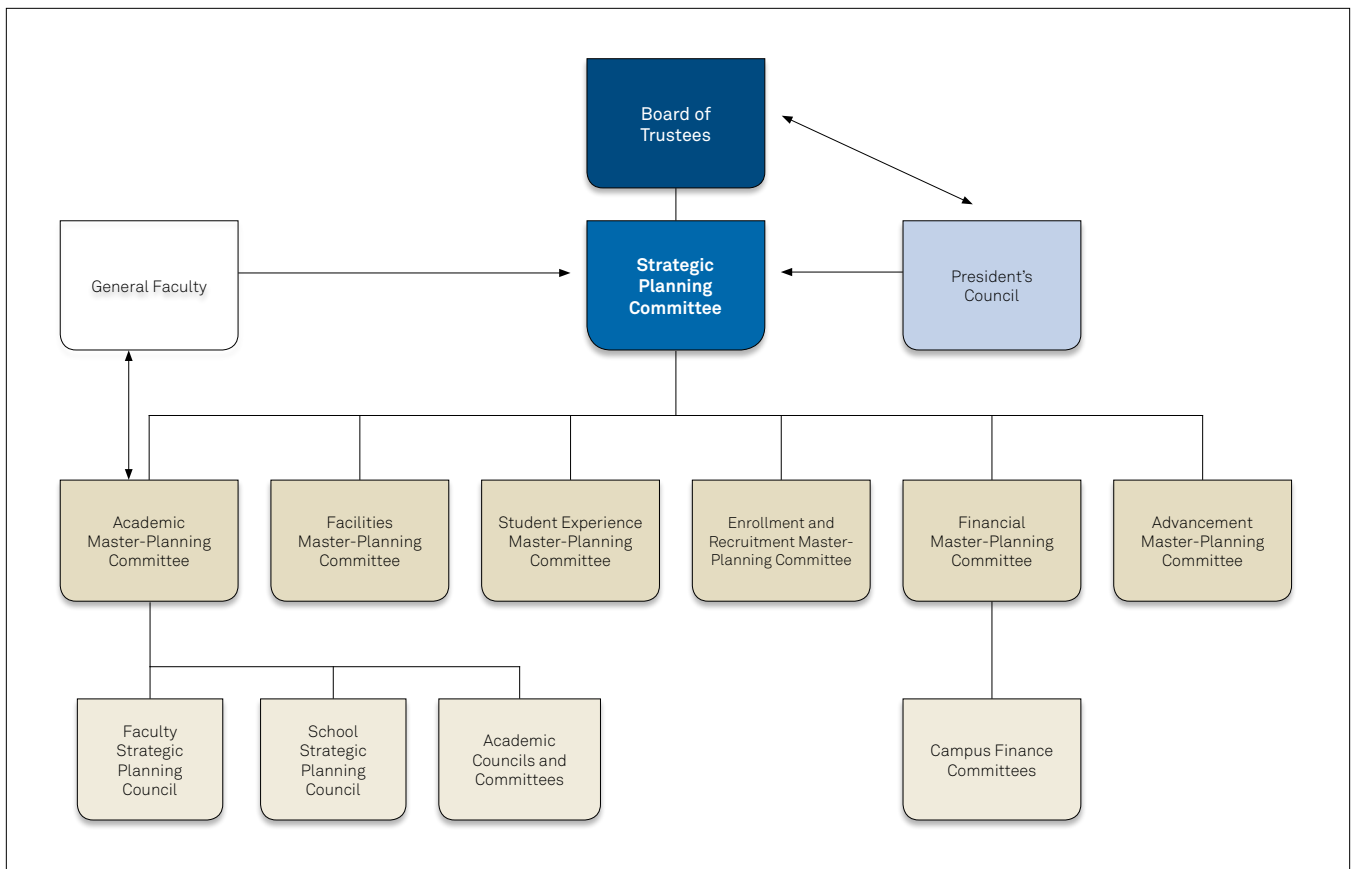
**FIG 4.1**

The terms of reference for the strategic planning committee and for those committees reporting immediately to that central committee will be found in the resource room (R2-1).

While the review of the planning process is described above in a linear way, in reality far more communication occurred between the different planning levels. For example, the first conversations focused on the strategic pillars that would drive the plan. That conversation started in the spring of 2011 in General Faculty meeting, when the provost invited faculty to think of the mission of the institution and the present situation of the University and then write down three strategic themes they considered most important to advance the mission of the institution.

Patterns immediately started to emerge and after broad consultation at various campus levels, the board voted six strategic pillars to drive the new strategic plan: Quality, Faith Commitment, Service, Community, Growth and Financial Resilience. Later in the planning process and on the initial recommendation of a President's Council member, a seventh pillar of Leadership was added.

The next level of conversation was over major strategic initiatives. Once clear directions started emerging from campus conversations, these major initiatives were once again discussed at multiple levels. Six strategic initiatives were voted by the Board of Trustees and then disseminated to the planning groups to ensure that unit plans reflected those initiatives. In this way an ongoing process emerged where departments had opportunity to be creative in identifying their own preferred directions for the future and

impacting the institutional plan. The process also fed back information to departments so that eventual plans became aligned with the institutional plan. The different levels of planning can be seen in the following figure:



**Mission, Vision, Goals**

**Instituional Profile**

**Strategic Pillars**

**Strategic Initiatives**

**Focus and Action Plans**
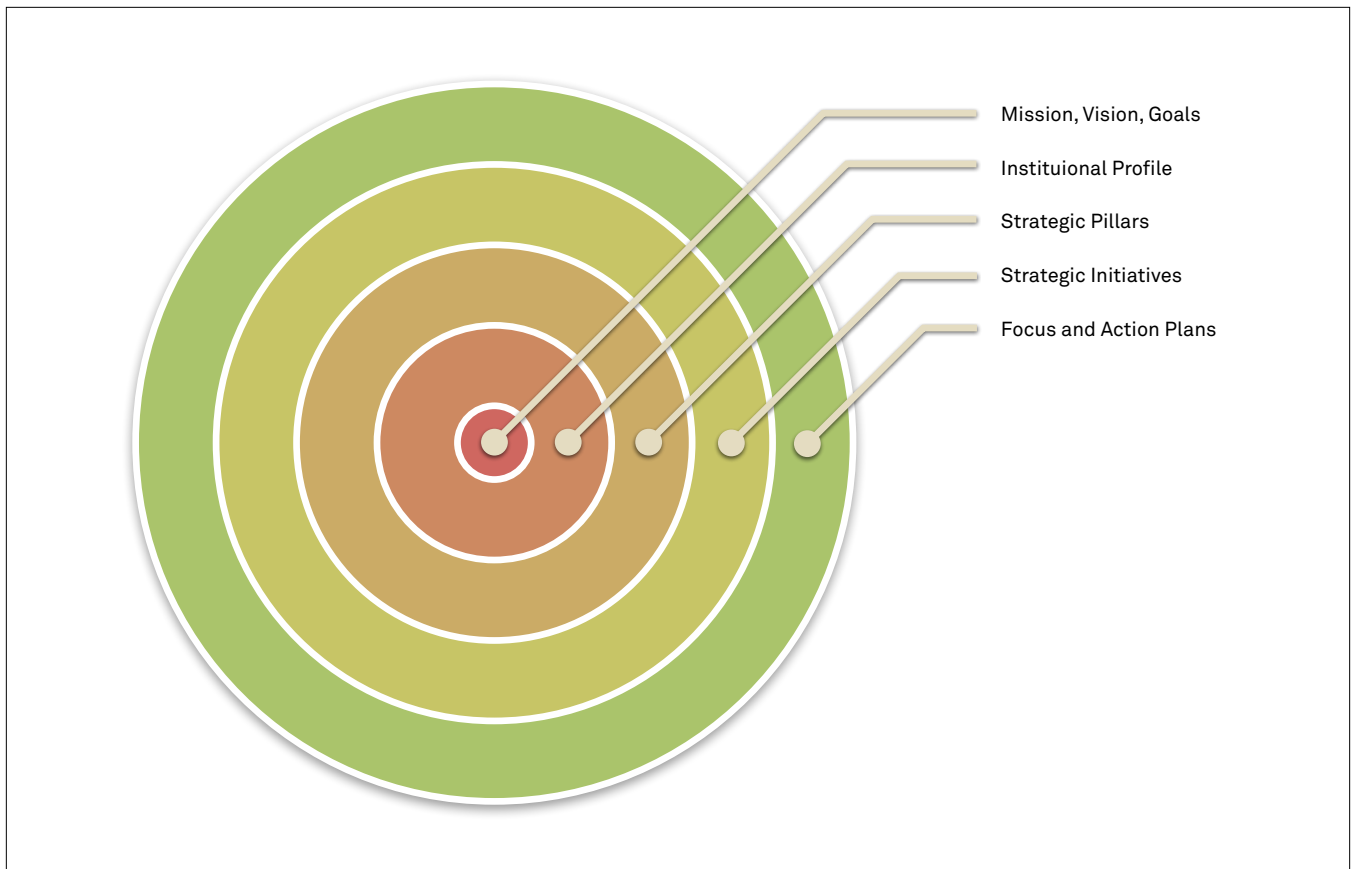
**FIG 4.2**

The most complex part of the planning process occurred once the next level of plan development started: selecting the institution-wide focus plans that would fall under each strategic initiative. By this time in the process, multiple campus groups had identified their preferred department- /school-level strategies. However, since the unit planning had already taken place in the context of the agreed strategic themes and initiatives, clear patterns once again emerged. The Academic Master-Planning Committee served a key role in pulling together some strong points of focus for the academic areas of campus; the same happened for student life, the next most complex grouping of campus areas. The central Strategic Planning Committee, after a second review, gave final shape to the draft plan.

The President's Council and the Board of Trustees had a final opportunity to review the plan before the board voted it in June 2012, for implementation in August 2012. Action plans for each initiative were not voted by the board. Those have been and will be developed at an operational level as the plan is implemented. This visual helps define the responsibilities and timeline for each stage of the process:

**Mission**
- Core reason for AU existence
- Limited changes, longterm
- Responsibility of Board

**Profile**
- SWOT analysis or other process
- Identification of ideal profile (5–7 years—occasional review
- Responsibility of Board through Strategic Planning Committee, with significant input from Academic Master-Planning
- Fall 2011/Spring 2012

**Pillars**
- SWOT analysis or other process
- Identification of core strategic pillars—review every five years
- Responsibility of Strategic Planning Committee—interactive with sub-committees
- Summer 2011

**Initiatives**
- Based on sub-committee input on priorities
- Identification of up to 7 statements of focus—review every three years approximately
- Final wording by Strategic Planning Committee
- Fall 2012

**Focus Plans**
- Based on sub-committee specific recommendations
- Identification of up to 7 statements of focus—review every year
- Final wording by Strategic Planning Committee
- Winter 2012 (by December at the latest)

**Action Plans**
- Identification of no more than 7 under each initiative
- Includes measurable, reportable actions and timeline
- Annual review
- Spring 2012 and later, as required by plan

**FIG 4.3**

As the planning developed, the strategic committees made minor adjustments to the intended process for the development of the plan. However, Figs 4.1–3 together provide a fairly accurate visual framework of the 2011–2012 strategic planning process. One important adjustment, already identified in Fig 4.1, occurred early in the planning stages. Once the planning process was introduced, faculty asked for a formal way to input the Strategic Planning process beyond the conversations in their own departments and schools. In particular, they wanted to speak to faculty issues that crossed over department and school boundaries. As a result of this request, the provost established a Faculty Strategic Initiatives Committee to report directly to General Faculty, with two members of that committee also sitting as members of the central Strategic Planning Committee.

The Faculty Strategic Initiatives Committee proved very helpful in identifying faculty priorities and giving regular feedback to General Faculty. Their final list of priorities included more opportunities for research, a need to evaluate equality of workload, and issues related to support for students who were struggling academically. The final plan integrated all of these priorities.

Another adjustment integrated the Board of Trustees into the process in a more active way. To begin with, the central Strategic Planning Committee served as an internal committee, which reported to the board and received board input through several of its subcommittees. After conversations with the board about the process, the board asked that some of its members become standing members of the internal committee. That took place and several board members who expressed an interest in this process joined the previously internal Strategic Planning Committee. This integration proved very helpful, especially during the final stages of unifying multiple campus and board reports.

Defining the place of the Institutional Profile in the planning process was also critical to the success of the plan, as this preferred profile must drive the plan (see Figures 4.2 and 4.3) but many of the decisions could not be made until late in the process. What will the University look like 5–10 years from now? What is the goal for student numbers? The mix of programs? The financial environment? The international reach? In the final strategic plan the core elements of the institutional profile are found in the preferred future benchmarks in the final two pages of the strategic plan (Appendix A4.1).

The strategic planning process worked remarkably well considering the large number of groups engaged in the process. The process did allow for adjustments, even close to the end. For example, the president initiated a conversation on wellness and its priority within the institution. His ideas were shared with the President's Council, Cabinet and General Faculty and all were very supportive of weaving this priority more consciously into the plan, which was already in draft stage. That was achieved and several specific statements were added to the plan to ensure that institutional decisions over the next five years include this as a priority.

Two areas of possible concern remain. One relates to the extent of the plan. With so much visioning across the campus, the final plan includes multiple initiatives. Some would argue too many. This may, however, also be the price of a high level of engagement. Once reporting on the plan begins, the University will be able to assess more clearly if there is "too much" or if the spread of initiatives just means a wide-ranging involvement in implementation. Another area of concern is that the quality of planning varied across campus. In some departments, planning turned into a wish list, usually for more staffing and programs that

may not be sustainable. These wish lists did not make it into the final plan. The University will need to continue to develop a planning culture that encourages vision and realism, so that individuals do not feel they were encouraged to plan and then not supported in some of their dreams.

## Data Collection/Benchmarking and Planning Processes

One of the weaknesses of the University planning processes, as identified in the 2009 HLC Report, was the lack of consistent use of benchmarking and data collection in making decisions. The Assessment section of this report (Section 5) will discuss the University's deeper engagement with data in assessment in general. Two aspects of this particularly impact institutional planning.

One process that has engaged the campus in the last few years has been the decision on who Andrews University should consider as benchmark institutions. While the University cannot use the same institutions to assist in every planning decision, the Academic Administration Council, using IPEDS data as a resource to evaluate similarity of profiles, voted the following institutions as our peer group:

Adelphi University *(Garden City, N.Y.)*
Anderson University *(Anderson, Ind.)*
Ashland University *(Ashland, Ohio)*
Aurora University *(Aurora, Ill.)*
Azusa Pacific University *(Azusa, Calif.)*
Barry University *(Miami, Fla.)*
Benedictine University *(Lisle, Ill.)*
Biola University *(La Mirada, Calif.)*
Capital University *(Columbus, Ohio)*
Carroll University *(Waukesha, Wis.)*
College of Mount St. Joseph *(Cincinnati, Ohio)*
Edgewood College *(Madison, Wis.)*
La Sierra University *(Riverside, Calif.)*
Loma Linda University *(Loma Linda, Calif.)*
Marian University *(Fond Du Lac, Wis.)*
Oakwood University *(Huntsville, Ala.)*
Olivet Nazarene University *(Bourbonnais, Ill.)*

Our Lady of the Lake University-San Antonio
    *(San Antonio, Texas)*
Saint John Fisher College *(Rochester, N.Y.)*
Saint Mary's University of Minnesota
    *(Winona, Minn.)*
Seton Hall University *(South Orange, N.J.)*
Southern Adventist University *(Collegedale, Tenn.)*
Trevecca Nazarene University *(Nashville, Tenn.)*
Trinity International University-Illinois
    *(Deerfield, Ill.)*
University of La Verne *(La Verne, Calif.)*
University of San Francisco *(San Francisco, Calif.)*
University of the Pacific *(Stockton, Calif.)*
Walla Walla University *(College Place, Wash.)*
Walsh University *(North Canton, Ohio)*
Widener University-Main Campus *(Chester, Penn.)*
Xavier University *(Cincinnati, Ohio)*

The University will review this comparison group annually, but wishes to keep a mix of larger Seventh-day Adventists institutions, other faith-based institutions of similar size, and other institutions with a similar program mix, and/or mix of students. The greatest challenge in making this selection was to choose other universities who have a similar diversity profile, in addition to other demographic similarities. The Academic Administration Council eventually concluded that this would be an area where we would need to rely on national IPEDS data.

The University also uses other data to review more specific areas of our operation. For example, Office of Human Resources uses the College and University Professionals Association (CUPA) data to benchmark faculty salaries and set goals. To date, the most important use of this comparative benchmarked informa-

tion has been to help the University establish some of its preferred future benchmarks (KPIs). For example the 2012 comparative figures from IPEDS suggest that our graduation rate of 63% is 5% above our comparative group median (and a few percent above our recent graduation rates) and our retention rate of 78% is 2% above the median for that same group. That confirms our KPI goals of 60% for the graduation rate and 80% for retention as both realistic and a moderate indication of the success of Andrews University as an academic community.

The development of the University-preferred future benchmarks, which double as our KPIs, has also been an important institutional development. These have been established as measurable outcomes to support six of the seven strategic pillars (leadership was added later and goals are still being established for this pillar.) In our 2012–17 strategic plan these read as follows:

### Quality
- First-year retention will be 80%
- Undergraduate degree completion rate (6 years) will be 60%
- Undergraduate faculty-student ratio will be 12:1
- Master degree completion rate (4 years) will be 80%
- Professional doctoral completion rate (6 years) will be 65%
- PhD completion rate (10 years) will be 45%
- Out-of-U.S. degree completion rates will be the same as the home campus
- 78% of regular faculty will have terminal qualifications for their discipline
- Out-of-U.S. faculty qualifications will be the same as the home campus
- Average faculty productivity research score will exceed 1.35
- 80% of alumni will be accepted into graduate school or in employment in their field one year after graduation
- The professional licensure pass rate in all disciplines will be at 80% or higher
- The ETS Senior Test cumulative score will be at or above the national norm for all institutions

### Faith Commitment
- Percentage of bachelor degree graduates stating personal commitment to an active life of faith will be 85%
- Percentage of master's and doctoral graduates stating personal commitment to an active life of faith will be 80%
- Percentage of annually surveyed alumni stating personal commitment to an active life of faith will be 75% five years after graduation

### Service
- Percentage of bachelor degree graduates stating personal commitment to service will be 80%
- Percentage of master's and doctoral graduates stating personal commitment to service will be 80%
- 80% of annually surveyed alumni will be actively engaged in service to the community, locally or internationally, five years after graduation

### Community
- The NSSE Campus Environment score will be at or above the mean for similar institutions

- Average undergraduate tuition discount will be between 35%–40% of total tuition
- Average graduate tuition discounts and scholarships will be between 35%–40% of total tuition
- Faculty salaries will be at or above the 40th percentile for similar institutions and disciplines/positions
- Professional staff salaries will be at the marketplace median for similar institutions and positions
- 15% of U.S.-based alumni will give annually to the University
- 75% of graduates will indicate active commitment to a healthy and balanced lifestyle

## Growth
- 2,000 undergraduate students will study on the Andrews University campus, or by distance education through the main campus
- The undergraduate admission to enrollment yield rate will be 45%
- 2,000 graduate students will study on the Andrews University campus, by distance education through the main campus and at locations in the United States
- The graduate admission to enrollment yield rate will be 40%
- Around 7,000 students will study at international locations

## Financial Resilience
- Debt ratio will be less than 20%, with annual debt reduction at $1 million annually
- Annual capital allocation equal to the annual operating gain
- Annual operating gain will be 4% annually
- The annual cash reserve will be increased by $2 million

Even though these KPIs have been set to respond to the 2012–17 institutional strategic plan, a report using these benchmark goals was shared with both General Faculty and the Board of Trustees in the fall of 2012 (Resource Room R4.2). Some further data still needs to be collected to ensure a full report for next year (particularly in the area of off-campus and alumni data). At least another year of data will also be needed before the information becomes useful in making systematic University-wide decisions. However, as Section 5 of this report will outline, this same data (and more detailed support data) is already being used on a regular basis for operational and unit planning decisions.

## Monitoring Procedures and Continuous Planning
Another area of implied concern by the visiting team related to regular monitoring of the strategic planning and the relationship between that monitoring and future planning.

The 2007–12 strategic plan was monitored through the Office of the Provost. While this process was disrupted to some degree by three different provosts holding office during the five years covered by the plan, various other individuals or committees were tasked with projects related to that plan. For example, the Diversity Council worked on the tasks related to diversity, the General Education Committee on those related to General Education, and the same for other groups. The Strategic Plan implementation report (R4.1) served as an effective tool to keep track of progress and this progress was shared with both General Faculty and the board throughout the five-year span of the plan. The 2011–2012 strategic planning process was also informed by the earlier plan and its successes.

However, since the development of the 2007–12 strategic plan, the institutional culture for assessment and planning have both deepened. This depth provides a stronger base for even more meaningful monitoring and continuous planning as the institution engages with its latest plan. As a result, the 2012–17 strategic plan assumes a review cycle that will encourage continuous campus planning. Figure 4.3 above identifies that institutional mission will rarely change and institutional profile will usually only be reviewed every 5–7 years. Then changes may be minimal. (The integration of Griggs University with Andrews University in 2011 did result in an institutional change that was significant enough that both mission and institutional profile required focused review, and as a result the profile was necessarily changed. However, the University does not anticipate changes of such significance in the foreseeable future.)

The Institution also intends to review strategic themes every five years and the strategic initiatives every three years. This allows the University to sustain its focus on those initiatives over a period of time. However, the focus and action plans will be reviewed on an annual cycle, with specific emphasis on the action plans.

The typical cycle for monitoring and refocusing can be found in Fig 4.4 below:
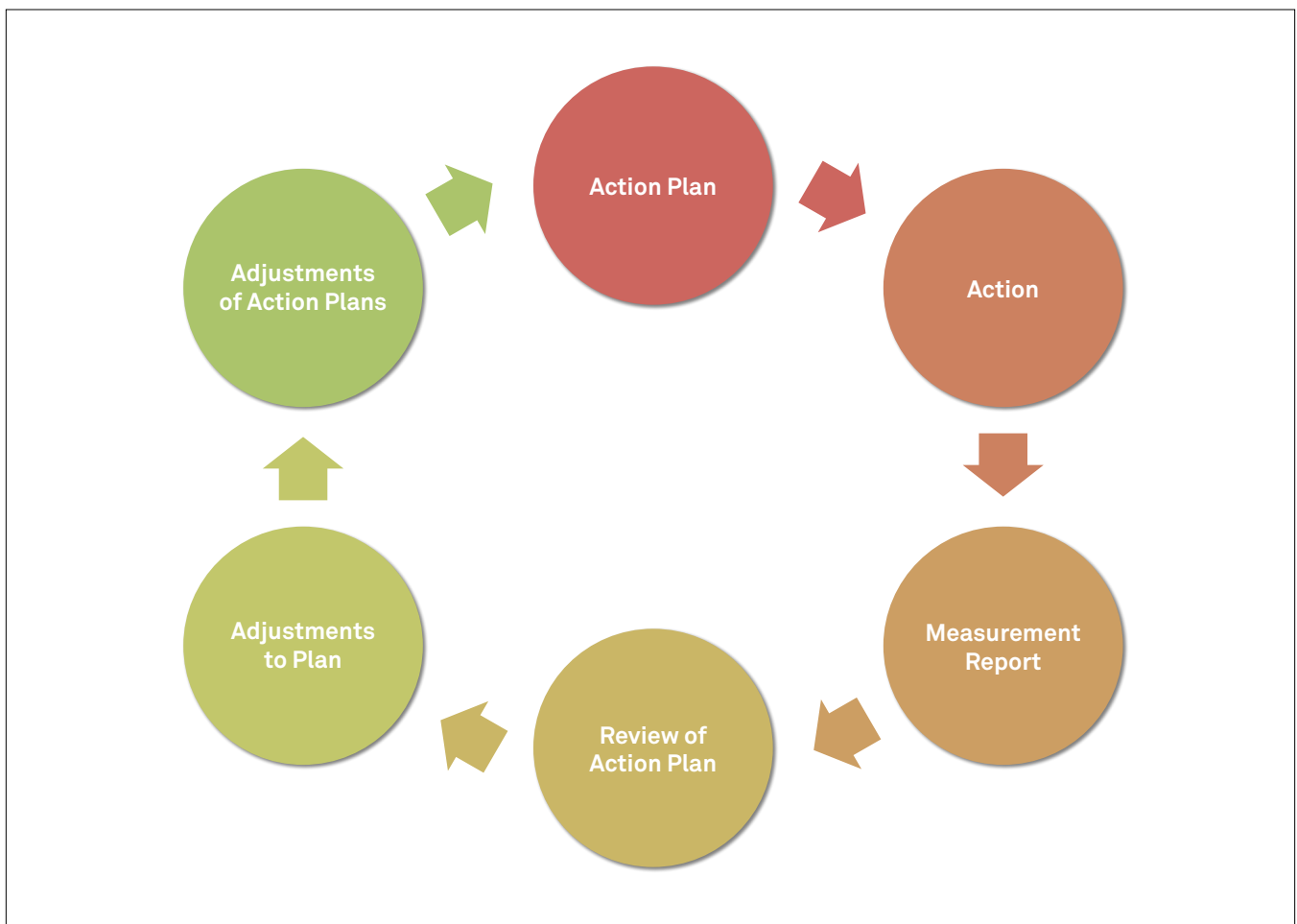


**FIG 4.4**

As the new plan is only months into operation, monitoring and measurement have also just started. As an initial monitoring device, the provost developed a working implementation plan (Appendix A4.2). This document is a work-in-progress, as action plans continue to be developed. However, based on this implementation document, both the strategic plan and responsibilities for implementation are in the process of being entered into WEAVE (the University management system for assessment). This work should be completed before March 2013 and all individuals responsible for specific action plans will be asked to regularly update the WEAVE entries on at least an annual basis. In addition, the Strategic Planning Committee and its immediate subcommittees (see Fig 4.1) will meet at least twice in the latter part of each academic year to review progress and see if any adjustments need to be made to the focus and action plans.

The Strategic Plan itself also demands a level of continuous planning on the campus. For example, one of the focus plans called for the development of a physical master plan for the campus. In the spirit of building a culture of planning on the campus, the president invited the fifth-year architecture studio students to develop that plan as their project for the year. The students and faculty teaching the studio class have taken this opportunity to engage the campus widely in the process of establishing guidelines for future campus development, as well as identifying preferences for building priorities and their placement. The strategic plan was one of the foundational documents used in focusing the student conversations. The documents related to this process will be available to the visiting team in the Resource Room (R4.3).

Other campus focus groups and ad hoc committees have also started meeting during 2012–2013 to respond to specific strategies, particularly where focus plans identified an area of need and required the development of more detailed strategy. For example, the campus has responded to the president's drive to ensure Andrews University is a campus known for its commitment to wellness. As a result, different focus groups have met to consider what changes might look like if the University ensured this commitment became part of its core community values. One group has considered this in relation to students, another in relation to employees. A sub-group of the student focus committee has developed an application for a McGregor Award that would strengthen the Department of Agriculture links with the community through an organic greenhouse project.

The Board of Trustees and President's Council have also taken the lead in committing to a Wellness Center as the next major campus capital project. Another group is developing the plans for the Wellness Center project. All of these multiple conversations are helping the University forge more specific plans to drive forward this particular institutional focus that is also related to meeting a number of the initiatives in the strategic plan. Similar broad-ranging planning conversations are also active in the areas of career support for students, and in student retention. In addition, a Noel Levitz representative was invited on campus to advise on the validity of the University benchmarking in areas of student scholarships and retention.

Another evidence of continuous planning on the campus lies in the processes used by different schools for planning. Each school has developed its own approach. For example, the School of Business Administration created an Innovations Council and then later held a retreat for its entire faculty. The School of Education took an action to develop its plan around the institutional strategies. The School of Graduate Studies & Research approved a standing strategic planning committee that reports to Graduate Council and is chaired by one of the faculty. The newest school, the School of Health Professions, is working through the department chairs to build a new identity for itself and has already made significant headway in defining

some new directions for a number of its programs. The institutional plan has already identified the School of Health Professions as one of the important areas of campus development for the next few years.

## Connections Between Planning and the Budget

While the visiting team did not find evidence of strong connections between planning and budget decisions in 2009, the University has since then taken steps to ensure such connections are more visible.

Part of that visibility is in the operation of the central financial committees. The Financial Management Committee meets once monthly, reviews budget performance, considers budget policies and votes budget parameters to recommend to the Board of Trustees. All budget managers are members of this committee and through this regular planning and review process the campus is widely involved in budget decisions that will impact campus direction and operations. For example, this group votes recommendations on new scholarships and the percentage of tuition monies spent on scholarships. The Capital Expenditures Committee sets priorities for short-term and long-term budget expenditure and once again its membership is widely representative of the campus. Even once money is approved for expenditure, at the time money is spent the committee reviews the purchase request again, along with supporting financial documentation. Both these committees work at a strategic and operational level. There is also significant connection between the work of these two groups and the other strategic planning processes of the University.

While it is not possible to confidently project budget expenses related to all the strategic initiatives and directions outlined in the present strategic plan, the plan does delineate the institutional priorities that need to be considered in short-term and long-term budget development. However, as plans become more concrete, financial plans naturally become part of the approval process. For example, the strategic plan identifies new program development priorities in the newly constituted School of Architecture, Art & Design and in the new School of Health Professions. In the first case, the following programs were approved during 2011–2012: Interior Design, Construction Management and Documentary Film. In the second, an MS in Speech-Language Pathology has just received approval. In each of these cases, the application for the new programs included a budget analysis.

After approval, the budget has followed the plan, both during the 2011–2012 budget process, and the 2012–2013 process (presently underway). Copies of these proposals will be available in the Resource Room (R4.4). Budget has also followed strategic decisions on capital. For example, for the 2011–2012 budget year, additional money was provided to the Department of Nursing after consultants advised on the need for skills lab improvements. Also, money previously allocated for another project became reallocated to improve the facilities for the Speech-Language & Audiology program, which would in turn support their application for a master's program. Both of these financial decisions followed the strategic decision that health professions was a potential area for campus growth, with the recognition that this would mean some investment of time and finance in the short term.

As identified in Section 2, the vice president for Financial Administration has also invited the Deans Council to provide input on financial priorities. Working within the wider planning framework of the institution, the deans requested several funding priorities for 2011–2012. One key area was in faculty professional development. As a result the University has committed to raising these levels to a minimum of $1,000 per faculty member in all departments over two budget cycles. Another area that has received sup-

port because of planning priorities is the Faculty Institute. The establishment of this institute to support professional development was voted by the deans, is in the Strategic Plan, and has been supported in budget. The first successful institute was held during the summer of 2012.

## Communication of Plan

In addition to trying to ensure that the campus was widely engaged in the development of the new institutional strategic plan, the University has ensured the plan is as visible as possible to the campus community and to other constituencies. Once the 2012–17 plan was approved by the board in June 2012, the Division of Integrated Marketing & Communication created a number of publications to ensure wide circulation of the plan. A small pocket version of the plan (PDF in Appendix A4.1) was distributed to all employees and board members. A brochure of the plan, written more for public relations use, was also given to all board members and is used for public relations purposes in fund-raising, for visitors, church leaders and other interested parties. The annual calendar for the University, distributed to faculty and staff, also significantly highlights elements of the plan. The team resource room will include copies of all the communication tools (R4.5). In addition to these published documents the strategic plan is found on the University website at http://www.andrews.edu/board/docs/strategic_plan_web_version.pdf. Regular reports to the Board of Trustees and General Faculty also ensure that the campus is aware of the plan and its progress.

## Evaluation

Over the last four years, the University has significantly focused on developing a culture of planning. The last two years have been particularly strong in this regard, with a large number of individuals taking an active role in development of the present strategic plan. With a similar deepening of the culture of assessment across the campus, strong foundations are now in place to ensure that planning and assessment are inextricably connected to campus decision-making and that these processes are also embedded in decisions on financial priorities. While the present strategic plan is still new, and some reporting processes still need to be refined, the University considers that a culture of planning is now pervasive.

The visiting team in 2009 reported that Andrews University was weak in the area of assessment. They recommended that during the focused visit, Andrews University demonstrate that it has "strengthened assessment strategies, broadened the culture of assessment among faculty, staff, and students, and tied assessment to institutional planning" (page 29). The components of the old criteria that specifically dealt with these issues were 2a (page 23), 2c (pages 24–25), and 3a (page 28). The issues of assessment strategies, assessment culture, and assessment tied to planning will each be addressed separately below.

# A. Assessment Strategies

### Concern
The 2009 team concluded that Andrews University did not have sufficient strategies in place to support effective and consistent assessment of student learning. At the time of the visit, less than one FTE promoted and monitored assessment across the University. The team commented that assessment needed to be an expectation of all faculty, included as a requirement in annual faculty reports (page 24), and "supported by both an empowered assessment committee and attentive academic leadership" (page 28). They were concerned that the assessment committee was merely an advisory committee, which was not referenced in the *Working Policy*, and that the committee saw only general education data, without having the opportunity to make comparisons across schools or programs (page 24).

In response to this concern, this section will focus on the following changes:

1. Increased staffing to promote and monitor assessment
2. Assessment documents, policies and procedures
3. Computer software to support assessment
4. Engaging faculty in assessment
5. Professional development opportunities
6. The Assessment Committee

### Increased Staffing to Promote and Monitor Assessment
Staffing for assessment has improved since the 2009 team visit. The provost fully supports the need for assessment at all levels of the institution, and promotes it through her presence in the assessment committee, communication at general faculty meetings, and periodic written communication to faculty. The assistant provost for Institutional Effectiveness oversees assessment across the University, taking responsibility for organizing training, leading out in the assessment committee, and communicating assessment data. A full-time assessment system coordinator in the Office of Institutional Effectiveness manages the web-based assessment management system and other assessment related software, and assists faculty in their use. The School of Business Administration and the School of Architecture, Art & Design each have a faculty member who is responsible for monitoring assessment in their school. Last year a full-time accreditation and assessment coordinator was appointed for the School of Education. He was heavily involved in preparing for the recent visit by the National Council on Accreditation of Teacher Education (NCATE), and

now chairs the school's assessment committee. An assessment coordinator was hired for the Seventh-day Adventist Theological Seminary at the beginning of this school year. She monitors assessment across the seminary, and is specifically responsible for assessment of the two largest programs, the Master of Divinity and Doctor of Ministry. In fall 2012, a person in the School of Distance Education was tasked with monitoring assessment, and seeing that assessment data is collected for distance and off-campus programs. In addition, the school deans are taking an active role in seeing that student learning is assessed in their schools by monitoring assessment status reports, communicating expectations at meetings with chairs, and following up when departments need additional encouragement. To help facilitate the involvement of the deans, the assistant provost for Institutional Effectiveness regularly meets with the Deans Council to discuss assessment needs and strategies.

### Assessment Documents, Policies and Procedures
Over the last three years, a number of documents have been developed to describe good assessment practice and outline expectations for faculty. The first document is a Philosophy of Assessment (Appendix A5.1), which was voted by faculty in August of 2011. The document describes best practice in assessment, including where it occurs, and who is involved. This document now provides the framework within which assessment across the University occurs. The second document is an assessment process map (Appendix A5.2), voted by faculty in September 2011, which visually outlines the expected interrelation of assessment activities on the campus. The third document is an assessment policy statement (Appendix A5.3), which was voted by faculty in November 2011 and has now been included in the working policy (2:440). These documents are shared with new faculty during orientation each August, and are available on the Office of Institutional Effectiveness website (http://www.andrews.edu/services/effectiveness/assessment/resources/).

Another new development is that assessment of student learning outcomes is now an integral part of both the annual faculty review and periodic program review. In the annual faculty review, faculty must create and review goals annually in the areas of teaching, scholarship and service. Assessment is included as a required sub-goal of the teaching section. In the program review process, the evaluation of program objectives and student learning outcomes is part of Criterion 2 on program quality. A specific question which programs must respond to is, "how has assessment data been used to improve the program and student learning?" Both the faculty review form and program review form will be available to the team in the Resource Room (R5.1, R5.2).

Another new initiative has been the development of a Key Performance Indicators table (KPI). Developed to help track Andrews University's performance and provide broad-based indication of the University's success in meeting its strategic plan (see section 4 of this report), this table includes key indicators of outcomes in addition to other measures of institutional effectiveness. Outcome measures include senior scores on the ETS Proficiency Profile, professional licensure pass rates, and survey scores on mission-related questions on faith development, service and leadership. The table is updated annually, and is an important source of information for presentations to the faculty and the board, and will soon be available online (R4.2).

An important conversation is also presently underway. At the request of the provost and the deans, the assistant provost formed a small group to review the questions used for student evaluation of teaching. With

an abundance of possible question types, the group realized the need for a philosophy to guide practice at Andrews University with the intent of ensuring data collected through evaluations becomes a tool for faculty development and institutional improvement. To date, a philosophy of student evaluation of teaching has been developed, followed by a draft set of questions. Both the philosophy document and the proposed questions have been reviewed by faculty and, after pilot testing is completed, will be brought to the general faculty meeting for approval.

The approach used to develop this philosophy and the evaluation questions represents an attempt to follow best practice. In developing the questions, both faculty and students were invited to give input. Approximately 100 students, of all levels, were polled to determine which of the longstanding questions they felt collected useful information. The small committee considered this information as they determined a draft set of questions for the new instrument. The draft was then shared with the school deans, at least several of whom shared it with their faculty. Revisions were made, and as indicated above the document was presented at the general faculty meeting for further comment.

### Computer Software to Support Assessment

The major tool used for managing and monitoring assessment at Andrews University, since summer 2010, is WeaveOnline. Weave is a web-based assessment information management system. In this system, departments record their department or program mission statements, learning outcomes and other program objectives, and what measures are used to collect data. Faculty are responsible to define achievement targets, then enter their assessment data, or findings, each year, along with any resulting action plans for program improvement. Additionally, learning outcomes can be linked to University and general education goals, allowing for the generation of reports on one or more specific University or general education goals, in addition to program reports. Monthly status reports of department/program activity in Weave have been used since the 2010–2011 school year to inform school deans and the provost about assessment progress (R5.3).

In addition to this central tool, other key technology resources are helping support assessment in an intentional way. In 2011 Moodle replaced D2L as the University's learning management system. The recent Moodle update has a rubric feature that allows for aggregation of data. This feature will greatly enhance the ability of faculty to collect and use meaningful assessment data. Faculty training on the new update will begin in early 2013. Then in 2012, the University purchased Class Climate, a course evaluation software that facilitates data collection from student evaluations of teaching. The software will allow faculty to receive their evaluation results more promptly, and will allow data aggregation for the University as a whole, as well as by department, school and faculty. The software will be fully implemented for student evaluations in spring 2013.

Other computer software is also used to support assessment across the University. The Office of Institutional Effectiveness has been using the Lime survey tool for the senior survey since 2010. Since then, it has been used for the 2012 Alumni Survey and the Seminary's assessment questionnaire. Survey Monkey is used by a number of departments, primarily for surveys, but also for collection of outcomes data from rubrics. The survey program Remark is used by Griggs University for both surveys and testing. LiveText is used extensively by the School of Education for outcomes assessment, and by the School of Education and certain Seminary programs for student portfolios. Each of these tools brings certain strengths to assess-

ment support. Over time, the University may choose to focus its efforts on fewer variants, maybe by more use of Class Climate, and thus avoid duplication of effort. However, this remains a decision for the future.

## Engaging Faculty in Assessment

A variety of methods are used to assist faculty with assessment, primarily through the Office of Institutional Effectiveness. Presentations on assessment have been given to groups in general faculty meetings, new faculty orientation, school chairs' meetings, and departmental faculty meetings. Lunch seminars have been held on specific aspects of assessment, such as rubric development, assessing critical thinking through capstone courses, engaging students in the learning process, and reporting assessment findings. Working sessions have been held, particularly in the seminary, to help program directors develop assessment plans. One-on-one assistance has been given to department chairs and program directors to help them to refine existing assessment plans, or to identify learning outcomes and appropriate direct and indirect measures. Faculty and staff can, and do, seek individual help throughout the year for help with topics such as rubric development, classroom assessment, item analysis on tests, and aggregating and reporting results.

A number of assessment resources are available to faculty. The Office of Institutional Effectiveness has distributed the booklet, A *faculty and staff guide to creating learning outcomes* (National Resource Center for the First-year Experience & Students in Transition, University of South Carolina, 2010), to new faculty as well as to other faculty groups. Copies of or links to relevant articles on specific assessment topics, such as general education, or assessment of the co-curriculum, are shared with departments as they appear. Several assessment resources, or links to them, are available on the Institutional Effectiveness website.

## Professional Development Opportunities

In August 2012, the first annual Faculty Institute was conducted for faculty professional development. Two of the nine strands in the day-and-a-half event were on assessment. Susan Hatfield, a visiting scholar of the Higher Learning Commission, was brought in for a keynote address and one of the assessment strands. The assistant provost is on the newly formed Professional Development Committee to continue to promote assessment of student learning in future events. A copy of the 2012 Faculty Institute program will be available in the Resource Room (R5.4).

In addition to this campus-wide support of faculty development in the area of assessment, several faculty and staff have attended assessment conferences or other conferences that support assessment over the last few years. In 2010, eight individuals from Andrews University attended the annual HLC conference, including six faculty, three of whom are members of the assessment committee. The assistant provost attends the HLC conference each year, as well as other assessment conferences and webinars. The assessment coordinators from the School of Education, the Seminary, and the School of Distance Education attended the Assessment Institute in Indianapolis in fall 2012. The seminary assessment coordinator also attended an assessment conference of the Association of Theological Schools. All of the assessment staff, including the assessment system coordinator, keeps up-to-date by attending a number of assessment related webinars. In addition, the assistant provost is a new reviewer for the Higher Learning Commission, which should help her to guide the University in best assessment practices.

In February 2012 a team of four went to the HLC workshop: *Making a Difference in Student Learning: Assessment as a Core Strategy*. The team found it very helpful to network with others and brainstorm to-

gether. One of the ideas this group generated was the need for a system to promote academics on campus as an institution rather than a collection of schools, departments or programs. The team recommended a provost's cabinet and alignment of all academic committees to ensure that responsibility for an academic culture doesn't rest with one person. This was realized in the creation of an Institutional Operations Team, the broadening of the provost's immediate team (see section 2 of this report) and the deans' involvement in facilitating special projects. A second recommendation that came out of the workshop was to develop systems to ensure the integration of assessment in courses, programs and institutionally. Specifically, this included the need for curriculum mapping and reporting of outcomes assessment in program review and in all applications for new programs. Both of these are now required (R5.2). The recommendation also included the suggestion that program outcomes be incorporated into course syllabi, which was implemented in January 2013.

## The Assessment Committee

One of the most important ways of supporting assessment development on campus is through the Committee for Institutional Assessment. This committee has significantly grown in its capacity to impact assessment at the University. The terms of reference were revised and reviewed by the committee in fall 2010, in order to give the committee more decision-making power (Appendix A5.4). The committee's role is summarized in the *Working Policy* as "responsible for promoting sound assessment practices across campus as a means for continuous quality improvement" (1:610:14).

The committee, made up of representatives from all schools as well as non-academic entities, is the main body for reviewing assessments that affect the whole University. These assessments include general education skills (ETS Proficiency Profile), measures of how well Andrews University achieves its mission (senior survey and alumni survey), and surveys of student engagement (NSSE, FSSE). When there was a discrepancy in NSSE and FSSE results between student and faculty perceptions of how often students received "prompt written or oral feedback," the committee referred these results to the provost for follow-up. The data was shared in General Faculty Meeting to raise faculty awareness of student perceptions. In response to falling scores on the ETS Proficiency Profile, the committee proposed that an administrator be present at the beginning of the test to help students to understand its importance. This was implemented immediately, and has resulted in significant improvement of scores. This year the committee has also heard reports from the various schools, including a report on off-campus programs from the School of Distance Education, and from other entities on campus, including Student Life. By this process, the committee is able to monitor the big picture of assessment across the University and look for common themes that may need to be addressed institution-wide.

The Committee for Institutional Assessment not only reviews overall institutional data, but also disaggregated data. Data from the ETS Proficiency Profile has been disaggregated by age, gender, ethnicity, language, GPA and major program. Senior survey data has been disaggregated by school, major, honors involvement, citizenship, ethnicity, language and gender. While an alumni survey was conducted in 2012, because of the low number of responses, the data will not be disaggregated until another year or two of data is added. This disaggregation also assists the committee in making more targeted recommendations. One interesting discovery using disaggregated data was the high level of achievement of the University's minority students. Six-year graduation rates for Asians and Blacks were 74% and 70%, respectively, in

2011. Andrews University was recently recognized by The Education Trust (September 2012) as a "top gainer" in Black student graduation rates among private institutions (see article in Resource Room R5.5, p. 9).

Besides reviewing data, the committee has been actively involved in other assessment related decision-making. They were involved in the decision to purchase WeaveOnline. They contributed to the revision of Andrews University goal statements, and the development of both the Philosophy of Assessment and assessment policies documents (Appendix A5.1-3). They have advised on use of external survey instruments (such as the NSSE and FSSE) and suggested changes to questions on internal instruments (senior and alumni surveys).

### Evaluation

In summary, Andrews University has responded to the challenge to strengthen assessment strategies. The guidelines and tools are now in place to support the regular assessment of student learning, as well as assessment of services and other measures of educational effectiveness. In order to ensure that assessment of learning becomes woven into the fabric of Andrews University, however, we will need to continue to promote assessment of learning outcomes as an expectation of good educational practice. Now that a system is in place for regular assessment, a procedure for periodic evaluation of program assessment plans would help to improve the effectiveness of our outcomes assessment. This is a task that is appropriate for the assessment committee, as two of the items in the committee's terms of reference are to "examine assessment procedures across the university" and "assist departments with the development of goals, criteria, and assessment tools as needed." Furthermore, time is needed for faculty to practice assessment, and have opportunity to discuss findings within and across departments.

## B. Culture of Assessment and Student Learning

### Concern

The visiting team in 2009 felt that the culture of assessment of student learning at Andrews University was "still immature" (page 28). They observed that there were "deficiencies...in understanding the purposes and processes of effective assessment" as well as inconsistencies "at the department and program levels in collecting, organizing, and analyzing data on student learning and using it for improvement" (page 28). Assessment of co-curricular learning was said to be "in its infancy" (page 28). The team noted "little attention...is paid to the impact of venue, class size, and cultural difference on comparison and evaluation of student learning" (page 28). Therefore, the team recommended that Andrews University demonstrate that it had "broadened the culture of assessment among faculty, staff, and students" (page 29).

In this section, the concerns of the visiting team will be addressed for the University in general, then by school as follows:

1. Andrews University in general
2. College of Arts & Sciences
3. School of Architecture, Art & Design
4. School of Business Administration
5. School of Education

6. School of Health Professions
7. Seventh-day Adventist Theological Seminary
8. School of Distance Education
   i. Online programs and courses
   ii. Off-campus programs

## Andrews University in General

When a group of four Andrews University administrators was preparing to attend the February 2012 HLC assessment workshop, pre-workshop instructions asked the team to write a short statement on the "institution's readiness to engage in assessment of student learning." The group wrote:

> Since our accreditation visit in 2009, there is certainly much more awareness of assessment across campus. Faculty know they have to do something. Younger faculty are open, but many older faculty are still quite resistant. Great progress has been made in assessment efforts in the last few years, particularly in the College of Arts & Sciences and the Seminary, but there is still much to be done. Faculty need to understand the value of assessment to engage in it. (Andrews University—ReserEnthusKnowScale, February 17, 2012)

Additional progress has been made since that statement was written in both understanding of and enthusiasm for assessment, particularly through the August 2012 Faculty Institute. Faculty and academic department staff were invited to the assessment events. Of the 81 evaluation sheets turned in for Susan Hatfield's plenary address, 96% rated the session as "quite helpful" or "extremely helpful." While evaluations of the sessions were good overall, this was the highest rated presentation of the institute. After the plenary, Hatfield presented a session on curriculum mapping, which was filled to capacity. Several programs have begun to map their programs: Nursing, Speech-Language Pathology & Audiology, Fitness & Exercise Studies and Biology are examples, none of which are doing mapping associated with program review. Written comments on evaluation sheets confirmed that the sessions on assessment and curriculum were some of the most helpful of the institute.

Another University project that shows increased engagement with assessment issues has been spearheaded by a subcommittee of the General Education Committee. As the group began discussion on updating general education learning outcomes, they realized they needed to have a philosophy to guide their work. After many working sessions, they presented a document to the full General Education Committee in October 2012, including a philosophy statement, learning outcomes and a strategic plan. After a rousing discussion, including a vote to add an additional outcome, the committee enthusiastically supported the document. The director of General Education is now collecting both direct and indirect data on achievement of the agreed learning outcomes, starting with four core general education courses. The director further plans to prepare a curriculum map of all general education courses, using the voted outcomes as a basis for this map.

Another example of positive example of engagement in assessment at the University level took place in the summer of 2012. Responding to comments from faculty at a dissertation defense, the dean of the School of Graduate Studies & Research began work on improving the rubric used for dissertation approval. The new document includes sections for both the written dissertation and the oral defense, with criteria on

knowledge, communication, critical thinking, interpretation of results, ethical research, and potential for publication. Members of the Graduate Council gave input on the document and approved it, and the document is now in use. The new rubric will provide data that can be aggregated and used for improvement of the University's dissertation process.

These new initiatives, however, do not diminish the importance of some longstanding University assessment processes. Student evaluations of teaching are conducted every semester. Annual performance evaluations are conducted on faculty, staff and administrators. Undergraduates are surveyed in their senior year to collect their feedback on achievement of University mission and goals, program quality, and students' spiritual commitment. Institutional Research data is used to monitor student numbers, and admission, matriculation, retention and graduation rates. All of these processes, important in themselves, also feed into new processes and into helping the University assess if it is meeting the goals identified in the Key Performance Indicators.

Non-academic areas of the University are also increasingly active in assessment. For example, the Division of Student Life is responsible for the coordination and delivery of experiences in the co-curriculum. The department conducts a co-curricular survey each spring, as one means of collecting data. Attendance at events, as well as feedback from students, provides guidance for future programming. The Division is in the process of developing a "holistic set of co-curricular programming objectives that align with the mission of the University and that could provide a basis for better measurement in the future" (email correspondence, December 12, 2012). They are also in the process of adopting software that will build a co-curricular transcript for students, which will include the ability for both self-assessment and external assessment. One of the options for students is an experiential learning component of the co-curriculum, called the Changes program. In this program, students write a learning reflection paper, which provides data on student learning, particularly in the area of attitudes and beliefs. Areas within Student Life, such as the residence halls and campus ministries, are also involved in assessment of both student learning and satisfaction with services.

Finally, other service departments across the University continue to use assessment to monitor quality of services. Academic Records employs surveys to monitor registration processes. The online registration process has been refined and improved because of this feedback. The University Bookstore and ITS both survey customers on their satisfaction with services. Dining Services conducts periodic surveys on new food items, and has a place for patrons to leave feedback, which is then considered for making improvements. In these areas feedback and decisions on improvements are immediate.

## College of Arts & Sciences

At the comprehensive evaluation visit in 2009, collection of outcomes data in the College of Arts & Sciences (CAS) was primarily a function of the externally accredited programs (many of which are now part of the School of Health Professions). Since then, however, the college has made great progress in assessment of student learning. In the 2010–2011 school year, with support of the college dean, and in consultation with the assistant provost for Institutional Effectiveness, department chairs in the college either confirmed, revised or wrote learning outcomes for their programs. They identified relationships between their program outcomes and University goals, and determined which assessments to use to measure their learning outcomes. These were entered into the University's assessment information management sys-

tem, WeaveOnline, and training was provided to at least one person in each department. In fall 2011, the Assessment Status Report showed that only five of the 14 departments had any findings recorded for the 2010–2011 school year. In the October 2012 report, 11 departments had collected data and entered findings (R5.3). At least eight departments have had discussions about their data, and have begun to use the action plan feature of WeaveOnline.

As departments have gained a better understanding of student learning assessment and its importance in higher education, a number of them have begun to review their curricula and major assessments. The Department of Communication reviewed outcomes of other communication programs and reworked their own. While they have used student portfolios for years, they continue to refine what they do and how they assess learning. The Department of Biology is currently defining more specific learning outcomes for their program, and mapping the outcomes to courses required for their majors. The Department of English is in the process of reworking the MA TESL curriculum and outcomes in response to new state requirements. The Department of Religion & Biblical Languages has established outcomes and measures for their BA Theology program, and is beginning work on the BA Religion degree program. The Department of Mathematics realized that their assessment plan was not giving them the type of data they wanted, so they are in the process of reevaluating their major assessments. Several of the Arts & Sciences departments work closely with the School of Education to train their majors in secondary education. The requirement for procuring national approval with specialized professional associations in each content area has added to the impetus to assess student learning. An email to the Office of Institutional Assessment by one department chair exemplifies the growing culture of assessment of student learning, "Thanks again for making assessment so practical and enjoyable!! You have inspired us to make improvements to the program—which I think is ultimately the reason for assessment!!"

## School of Architecture, Art & Design
The School of Architecture, Art & Design is attentive to ensuring student learning. Examples of quality student work are displayed throughout the building to encourage good practice. A faculty member was assigned in 2011 to specifically monitor assessment in the architecture program, but all faculty take responsibility for assessment. The architecture curriculum has been mapped to the student performance criteria of the National Architecture Accrediting Board, and each course takes responsibility for the assessment of two or three criteria. A program-wide grading rubric has been developed to provide clear expectations to students and ensure consistency in grading among faculty. Faculty often team-teach courses, which helps to ensure consistency in pedagogy and curriculum. Faculty maintain detailed course notebooks, which include the course schedule, syllabus, assignments and samples of low-pass and high-pass student work. Weekly faculty meetings are described as "collaborative and mission driven." Course notebooks are periodically presented for peer review in faculty meetings. A current project is a review of the architecture mission statement. (*Report on Assessment in Architecture*, as presented to the Committee for Institutional Assessment, December 13, 2012)

In the recent reaccreditation of the architecture program by the National Architecture Accrediting Board, the visiting team, after examining course notebooks, syllabi, and high and low pass examples of student work for each course, reported that all but two of the 32 student performance criteria were met (April 4, 2012). Notably, the following criteria were "met with distinction:" A.8. Ordering Systems Skills, A.9. His-

torical Traditions and Global Culture, B.9. Structural Systems, B.12. Building Materials and Assemblies Integration, C.1. Collaboration, and C.9. Community and Social Responsibility (page 30).

## School of Business Administration

The School of Business Administration also has a very strong focus on student learning. An annual assessment report is written, and faculty meet each August in an assessment retreat to review assessment results. Assessments include both direct and indirect measures, and external as well as internal assessments. Assessment data has been disaggregated for the off-campus MBA program offered at Northern Caribbean University in Trinidad, which is now in teach-out. The faculty member who is in charge of the school's assessment and a member of the Assessment Committee, reported to the committee on what the school has learned from assessing student learning over the years. This faculty member reflected that assessment is a process, with adjustments needed periodically to get the best data; one year's results do not tell the whole story; and internal measures can be very informative, particularly when comparing different student groups using the same measurement tool. One example of how assessment data was used by the School of Business Administration for program improvement is described below:

> When we began to assess our communication objective in our senior capstone course, we found that our students wanted to read either their document or their PowerPoint instead of speaking directly to the audience. We've been working on this for the past seven years and we are pleased to note that for the past two years, we have met our goal in this area regarding the oral communication skills we expect our students to have. (*SBA Assessment Notes*, as presented to the Committee for Institutional Assessment, November 8, 2012)

Another example of how the School of Business Administration has used assessment to make program improvements is in the capstone for the MBA. Previously one of the direct measures used to evaluate student outcomes in the capstone course "Strategic Management" was group comprehensive case studies presented in teams. This measure proved to meet program goals at that time; however, it did not provide the individual outcome data the faculty desired, so they moved to individualized case projects. Now each student is given a different comprehensive case to analyze. A rubric is used to evaluate their written analyses. The students are also required to present their findings and evaluations in the form of a poster. Faculty and invited guests from the community participate in these poster sessions and evaluate each student's work and their communication skills in supporting their analyses. The school has found this outcome assessment method to be helpful in better assessing the learning outcomes of individual students in a course that often requires them to work in groups. The School of Business Administration 2012 Assessment Report will be available in the Resource Room (R5.6).

## School of Education

The School of Education uses a conceptual framework as the basis of assessment in all of its programs. The students and faculty use LiveText for submission and grading of assignments and for student portfolios. Rubrics are mounted directly in LiveText for grading assignments. At the end of each school year, the school's assessment director collects aggregated assessment data from LiveText, distributes the data to the departments, and produces a school assessment report. Data is also disaggregated for online programs. Department faculty review their assessment data and make decisions for improvement for their programs and department. Summaries of their analyses are included in the school report. The school's assessment

committee reviews the school's assessment report and recommends any areas for follow-up to the school faculty, where decisions are made for school-wide improvement initiatives. A final report is presented to the Teacher Education Council, which is composed of School of Education faculty, content area faculty for teacher education and the dean from the College of Arts & Sciences, representatives from area K–12 schools, both public and private, and the church's education directors from the state and region. The School of Education 2012 Assessment Report will be available in the Resource Room (R5.6).

The School of Education was recently reaccredited by the National Council for the Accreditation of Teacher Education. The Board of Examiners rated Standard 2, Assessment System and Unit Evaluation (including sections on the assessment system, data collection, analysis and evaluation, and use of data for program improvement), as having met, not just acceptable, but target expectations. The report said:

> The team found a complete system of assessment to be alive and active within the unit. The design of the system involves all faculty, uses research-based artifacts and assessment procedures, and informs decisions by unit program teams about program improvement. The assessment director is a new staff position devoted to the task of assessment for the unit. Further, the assessment department includes staff to facilitate the assessment work that needs to be done. Assessment is a priority with all program faculty, as well as for unit leaders. Assessment is an ongoing way of life for faculty who are actively embracing assessment of their own work, as well as of their candidates. Both initial and advanced programs, as well as other school professional programs employ largely uniform assessment processes and instrumentation. (November 12–16, 2011, p. 16)

Furthermore, assessment was listed as a strength in the report, indicating "outstanding practice."

> The team noted that the unit assessment system is an area of strength for Andrews University School of Education, in all three Standard Two elements. Data are widely collected for all programs. Data are widely employed for program improvement conversations throughout the unit and across months and years. Data are used to assess the assessment system itself in an ongoing way by leaders and faculty members of all programs at all levels. Program improvements across the past three years have been cited and documented, based upon data aggregation, disaggregation, and analysis by all program teams. Faculty members actively and enthusiastically embrace the unit assessment system to determine course effectiveness with student learning outcomes and improvement of their own teaching. In short, a living culture of assessment exists within the unit. (November 12–16, 2011, p. 16)

The School of Education is truly a data-driven, decision-making body.

## School of Health Professions
In the School of Health Professions, four of the five departments teach externally accredited degrees, and all of the programs are accustomed to doing routine assessments of student learning. The Department of Speech-Language Pathology & Audiology is in the process of applying for approval to offer a master's degree, which is required for entry into the profession of speech pathology and audiology. Along with this, the department is seeking accreditation from the American Speech-Language-Hearing Association. As they develop their application, the department faculty are developing learning outcomes and procedures for assessing student learning for the new program. In the Department of Nutrition & Wellness, both the

four-year dietetics (DPD) and the dietetics internship (DI) programs had their comprehensive on-site evaluation for reaccreditation by the Accreditation Council for Education in Nutrition and Dietetics in April 2012. For this visit, the faculty had engaged in extensive work on both developing and refining rubrics to help provide meaningful assessment data. While further work still needs to be done to solidify the processes for aggregating data, the visiting team rated the internship program as exemplary in the category "evidence of continuous quality improvement" (Site Visit Report, April 15–17, 2012, p. 3). The Department of Physical Therapy prepares an annual assessment report for its Doctor of Physical Therapy program. The DPT Curriculum Committee, made up of faculty and representatives from the current student body, alumni and internship supervisors, reviews the report in November each year. From this data, the Curriculum Committee may decide to make curriculum changes or other decisions for program improvement.

## Seventh-day Adventist Theological Seminary

The Seventh-day Adventist Theological Seminary has grown phenomenally in its understanding and acceptance of assessment. Several years ago, though learning was assessed through sermons, portfolios, comprehensive exams and dissertations, assessment was generally perceived as the collection of survey data. In 2010, program directors met several times to be sure that all programs had measurable outcomes. Then each went on to identify specific direct measures of learning. Some direct assessment data was collected and recorded in Weave that school year, with more being collected in 2011–2012. The Seminary now has an assessment committee, which meets monthly during the school year. The committee has reviewed survey data, made recommendations regarding survey questions, and made recommendations for improving program outcomes. The seminary held its first assessment retreat in August 2011, at which assessment data for each program was reviewed. Plans for improvement were established for each program based on the assessment data. In the second assessment retreat in August 2012, progress on the previous year's improvement plans, as well as new assessment data were reviewed for each program. New action plans were developed for the coming year, based on assessment data. One of the issues identified by the data was high student stress because of the demands of school, family and work. In response, the seminary has scheduled an assembly on time management for March 2013.

The seminary submitted a report to the Commission on Accrediting of the Association of Theological Schools (ATS) in October 2011, describing its progress in the area of assessment. In their letter of response, dated February 23, 2012, the Commission said:

> The report provides ample evidence that the seminary, as part of a university assessment and planning initiative, has made a significant beginning toward assessment. At the time of the last comprehensive review (conducted jointly with the Higher Learning Commission), the university and seminary were lacking meaningful strategic planning and assessment plans and procedures. Since then…the institution has begun to invest in creating appropriate structures for strategic planning and developing both institutional and educational assessment procedures… While the seminary is not where it could be had it embraced assessment earlier, the seminary has demonstrated good faith and a commitment to continue with developing and refining its assessment of educational effectiveness (page 2).

And,

> After reviewing the information…, the Board voted…To accept the report regarding notation N1.2, im-

posed in February 2010, demonstrating that the seminary (and the university) have made a significant developmental investment in planning and assessment (page 3).

The seminary as a whole, as well as individual programs, are now engaged in discussions about student learning, and are increasingly realizing the value of assessment. The MA in Pastoral Ministry program is thoroughly analyzing its curriculum in conjunction with program review, with determination to have a more defined curriculum and be able to collect useful outcomes data. The MA Religion program director is also involved with program review, and is anxious to do curriculum mapping to see how learning experiences are sequenced in the program. In DSRE860 Teaching Religion in College, doctoral students were asked to describe the philosophical framework of their degree program. In that assignment, students included the aspect of teaching, which was not one of the PhD program outcomes. When this information was shared with the program director in fall 2012, a learning outcome on teaching was added. The Doctor of Ministry program created rubrics for each chapter of the final project, which are written after each module of the program, and has begun to collect this data from faculty. Survey and completion data has already been disaggregated for off-campus programs, and rubric data will be available by location in the spring of 2013. The Doctor of Ministry program also created an admissions protocol for students that lack the required prerequisites to enter the program. The *Master of Divinity Equivalency* addresses the process for students that possess a theological or ministerial master's degree but do not have a Master of Divinity. The PhD in Religion agreed to use funds to pay doctoral students to teach classes. This decision was inspired by their new teaching program outcome. In the fall of 2012 five out of the seven seminary programs made further revisions to their program outcomes. In the November 2012 faculty meeting, when the assessment coordinator presented the revised list of program outcomes for publication in the new bulletin, a lively discussion ensued. Faculty felt that some important outcomes were not included, while outcomes from certain departments were overrepresented. This lively discussion in itself validates the improving culture of assessment within the seminary.

Feedback from faculty has validated their increased understanding of the value of assessment. One faculty member reported, "I know it has taken me a while to give you a formal response to the results from my rubric. However, I have done what I believe is even a more important piece of this assessment process. I am teaching this course this semester and have already implemented what I have learned from the compiled results of my rubric" (September 28, 2012). In response to the development of a calculation tool which provides immediate student performance feedback on their rubrics one teacher stated, "This rubric calculator has made our work easy and the results provide a clear overview of where my students stand in the elaboration and delivery of sermons. It highlights weak outcomes so I can create deliverables to improve students' outcomes next time I teach the class" (December 14, 2012).

## School of Distance Education
The School of Distance Education deals with two important aspects of Andrews University's educational programming. The first is online learning and online programs. The second is off-campus programs. Each of these areas adds complexity to the University assessment profile.

**Online Programs and Courses**
Online courses are assessed at several points throughout their development and delivery, as well as being

part of any department/program assessment. The assessments specific to online programs and courses are as follows:

- Informal Development Assessment
- Assessment of Online Course Materials
- Student Assessment of Online Courses
- Midterm Student Evaluation of New Online Courses

During development, the course author or faculty member meets with the School of Distance Education instructional design team for design and development. During this time, informal assessment is used to improve the design and delivery of the course as it moves to an online format.

Currently, after the course is developed the faculty member completes a self-assessment using the Online Course Approvals Form, then submits the form and the full course to the Online Course Approvals Committee. The committee reviews the course and assesses whether the course meets the Andrews University Standards for Teaching Online. If changes are required, the faculty member is informed and given training and support as needed to improve the course. Then the course is resubmitted for approval. This process is currently being revised. The Online Course Approvals Committee approved a new process in December 2012, and that new process will be submitted to the General Faculty Meeting for a vote in the next few months. The new process emphasizes more training and support during the development phase; provides for self-review, peer review and external review for each course; and provides oversight of the student assessment data for online courses. The online course approvals document will be available in the Resource Room (R5.7).

All online courses are further evaluated by students, using the Student Opinion of Teaching evaluation. This data is used by faculty and chairs to improve the online courses. When Andrews University implements Class Climate in spring 2013, the associate dean for Higher Education in the School of Distance Education will then also review the Student Opinion of Teaching evaluations for online courses. This information will be used to provide training and appropriate interventions to improve the quality of online courses.

Finally, in the summer of 2012, the School of Distance Education Higher Education Department began implementing midterm student evaluation of new online courses. This data is used for mid-course interventions and adjustments to improve new online courses. Mid-term evaluations are not currently in place for face-to-face classes.

Structured approvals and evaluations of online courses are comparatively new at the University. The appointment of an associate dean in the School of Distance Education who focuses on online education has significantly improved the University focus on assessment in this area.

**Off-campus Programs**
In 2009, the visiting team identified very specific concerns about the assessment of off-campus programs. The team questioned the educational effectiveness of programs offered at off-campus locations, since collection of learning outcomes data was infrequent and even survey data was not disaggregated for them

(pages 18, 24, 25). Team members had received feedback that programs were not always well adapted to the culture or context. There were also concerns among the team that the accelerated course format may not provide sufficient time for students to do research or access the library. In summary, the team stated that assessment of student learning at off-campus locations "needs to be both strengthened and integrated into the University assessment protocols" (page 28).

Several key changes have facilitated the collection of educational effectiveness data from off-campus programs so that a number of improvements have been and are being realized. Probably the most important change is the creation of the School of Distance Education, which, since July 2011, is now in charge of off-campus programs. This has resulted in an increased number of staff dedicated to the support of off-campus programing. The director of Student Services is now in charge of overseeing assessment for the school. The newest member of the team, the Financial Services manager, while in charge of billing for off-campus programs, will also keep track of the various schedules for each program, thus aiding in the timely collection of necessary faculty and student data from each location. In addition to School of Distance Education staff, a number of staff in the other schools support assessment processes within their departments, gathering data and helping to produce reports.

This increased focus on assessment in off-campus programs has been helped by other changes and developments. The Affiliations & Extensions Committee was restructured and renamed as the Off-campus Programs Committee. Membership includes representatives from all schools and programs involved in the delivery of off-campus programs, and they meet most months during the school year. The committee is working to coordinate efforts and standardize procedures across all off-campus programs. This includes assessment. In addition, the acquisition of the web-based assessment information management system, WeaveOnline, has provided a central location for recording program outcomes and reporting assessment data and resulting improvement initiatives for all University programs, including those delivered at off-campus locations. Use of the system has steadily increased. Off-campus programs are included in monthly status reports, and data specific to these programs is increasing.

The recent restructuring of the Office of Institutional Assessment to the Office of Institutional Effectiveness now also allows for a more comprehensive focus on the collection of a variety of educational effectiveness data. For example, in the summer of 2012, completion rates over several years were calculated for the Doctor of Ministry program, including cohorts on campus, as well as in and outside of the United States. The structuring of the University's student information system, Banner, has made it difficult in the past to collect persistence and completion data for graduate programs. However, in recent months a team has been working on identifying all of the data and process needs across campus, and Banner specialists are being contracted from the beginning of 2013 to help to reconfigure the system to meet outstanding needs. A number of those relate to off-campus programs and the University looks forward to having the full capability of retrieving all the data needed to make more informed decisions about the effectiveness of all of our graduate programs.

While processes are in place to help the University improve its capacity to get consistent data on a regular basis, the Office of Institutional Effectiveness has been working with departments and the School of Distance Education to implement the assessment of learning outcomes for each location on an individual basis. Off-campus programs are built upon the academic programs on campus. However, there are unique differences in certain off-campus programs to meet the needs of specific locations.

The Doctor of Ministry concentrations, for example, are offered when and where there are requests from the Seventh-day Adventist world church. Thus, a cohort in global missions started in Kenya, and a cohort in leadership in Russia. Changes have been made to the process for collecting program assessment data so that data can be disaggregated by cohort and location. Data from the 2012 Seminary Assessment Questionnaire was separated into three groups for comparisons: off-campus international, off-campus U.S., and in-residence. Results showed a higher rate of program satisfaction at international locations (though the number of responses was small), and slightly lower ratings for understanding of and relationships with people of different ethnicities (likely due to less ethnic mix). In-residence students had lower rates of satisfaction with faculty/staff availability and helpfulness than off-campus students. The greatest positive influences on spiritual life of international students were friends and dialogue on spiritual issues, whereas for U.S. students, it was course materials/content, likely reflecting cultural differences. Time constraints were a problem for students at all locations! The DMin program has developed rubrics for the assessment of major assignments, as well as for the final DMin project. The DMin program is now focused on fine-tuning its processes to gather even more useful data that recognizes its different locations. The program has now transferred paper rubrics to online rubrics delivered through Survey Monkey, which provides the program administrators quicker access to student learning data. This instrument is currently being used to collect direct measures of student learning data from students in the Kenyan cohort. This cohort will serve as the pilot for this process, which should foster effective direct and indirect performance data collection throughout the program. In addition, one of the surveys has been translated into Russian and Spanish in hopes of acquiring more robust data from those cohorts. Once successful implementations of these data collection vehicles have been tested they should become standard throughout the program.

In contrast to the DMin program, the MA Religion program has the same outcomes for students on- and off-campus, and all students are required to either take a comprehensive exam or write a thesis. The comprehensive exams serve as a summative assessment tool, and pass rates have been comparable across locations, with an overall pass rate of 98%.

Similarly, in the Department of English, the off-campus MA TESL program has been patterned after the on-campus program. The on-campus curriculum has been approved by the Michigan Department of Education, and accredited by NCATE. Recent, and continued, changes in requirements though, have led to a major review of the curriculum. This includes developing learning outcomes, establishing appropriate assessments, and curriculum mapping.

The MA Leadership program in Brazil uses the same portfolio assessment as does the on-campus and online leadership programs. Students are required to present their completed portfolio before two faculty members. Previously, portfolios were assessed on a pass/fail basis, by agreement of the faculty. In the last year, however, a rubric was created for grading the different sections (which represent the program outcomes). This will allow a deeper analysis of the data for the current cohort, and identification of areas for improvement. Satisfaction data was also collected from a previous Brazilian cohort for the annual round-table event and for the overall program. Course evaluation data was also collected. This input is providing useful feedback in the further development of this international program. Additionally, the program in Brazil includes a thesis requirement, since it is expected for master's programs in that country.

The curriculum and scheduling of the off-campus master's in International Development is specifically tailored to the needs of development workers who are working in the field. At present the program is de-

livered in eight international locations, and a new program is planned for Sudan. This is a program that must remain responsive to the needs of the development world as its students are often from NGO organizations such as World Vision, the United Nations and Adventist Development and Relief Agency (ADRA). In cooperation with an advisory board, which includes NGO representatives, program faculty recently completed an extensive review of the curriculum, and reworked their learning outcomes. This has led to several plans for improvement. The major project has been assessed by two or three faculty, and graded on a pass/fail basis. The program faculty are currently working on a rubric to improve this assessment, both for informing students of expectations, and for providing data that can inform program improvement efforts. Recently, program faculty began to do a purposeful library orientation, so that students could access the library for class and major project research. With that orientation came the realization that a number of students had a minimal computer background. Therefore the program is taking steps to address this deficiency. The School of Distance Education has also developed a process to provide immediate feedback on programs offered at locations. This process has been piloted with the International Development master's program. During the summer of 2012 the provost visited one of these locations, met with students, faculty and administrative staff, and completed an assessment. The dean of the College of Arts & Sciences has visited another location since that time. Their input will become part of the ongoing program review process.

One significant challenge for all off-campus programs is library access, although this has significantly improved since the 2009 evaluation visit. With the help of the graduate dean and the records office, off-campus graduate students can now have year-round library access. When students register for a class in their program, they are entered into the library system for one year. This solves the problem of library access that is needed to complete projects, etc. The challenge comes when an instructor arrives at the intensive site to begin a new cohort and discovers students who have not registered ahead of time. The instructor must immediately email the registrar to register the students for the class. The registrar then promptly enters them into the system so that the students are included in the library patron load. However, if the student has not been accepted into the program they cannot be given library access until they are issued an Andrews ID number and an email account. The School of Education has worked to solve the issue of library access by sending out course syllabi in advance to all participants. These syllabi contain the textbook and class readings. Students are encouraged to order textbooks directly from Internet sources. Additionally, course instructions include resource books and instructions on how to access these materials (if necessary) from the James White Library. In many cases professors also use direct links to Internet materials. The important factor in the success of intensive course formats is to provide materials well ahead of time and to require significant readings (and or discussion papers) to be completed before the course begins. In some instances, students are also given extra time after the class to complete readings and major assignments such as research papers.

### Evaluation
Since the team visit in 2009, Andrews University has grown tremendously in its understanding of assessment. Assessment processes are no longer confined to programs with specialized accreditation, but are part of the expectations for all programs. Resistance to assessment has decreased, and some excitement is creeping in. The purposeful review of assessment data is becoming more commonplace. Assessment processes are in place to ensure quality online programming. Directors of programs with off-campus locations are beginning to analyze their data in ways that will identify issues that may arise at a particular location. To continue to grow the culture of assessment, Andrews University will continue with the processes

described previously. Next steps include extensive work with Banner to facilitate registration of students at off-campus locations, and support for our affiliated partners to ensure that they can fulfill assessment expectations.

# C. Assessment Tied to Planning

## Concern

The visiting team in 2009 raised concerns about how assessment data was used for academic decision-making across campus (page 24). They said that the program review process was inconsistent, and pointed out how the information collected through program review could feed into future SWOT activities and planning. The team noted that data from off-campus programs did not feed into annual assessment reports, and it was unclear how this data, as well as data from programs with specialized accreditation or general education was used for making curricular decisions. The team asked that Andrews University demonstrate that it has tied assessment to institutional planning (*HLC Report*, pp. 24, 25, 29).

In response to this concern, this section will focus on the following:

1. Program review
2. Annual reviews, course evaluations and professional development
3. Assessment, educational effectiveness and institutional planning
4. Examples of assessment data driving curricular decisions

## Program Review

Since the Commission's team visit, program review at Andrews University has been more formally established under the direction of the Program Development and Review Committee (PDRC), which is a subcommittee of the Graduate and Undergraduate Councils. The PDRC meets monthly during the school year to monitor progress of programs in review, appoint review panels, and approve completed program review and panel reports. After approval by school curriculum committees, the PDRC is the next point for approval of proposals for new programs, prior to the Graduate and Undergraduate Councils.

Andrews has a regular cycle of program review, determined by the Office of the Provost. Programs are reviewed every seven years. Programs that have their own external accreditation are scheduled shortly before or after their accreditation visits, so as to reduce, as much as possible, the extra workload on program faculty and staff.

The instructions for program review were reviewed and revised by the PDRC two years ago to clarify the focus for the review as well as make the process more streamlined. The purposes of the program review process at Andrews University are:

1. To ensure academic quality and innovation
2. To document the processes by which the program establishes, implements, and measures its objectives, focusing on student learning outcomes
3. To review the market and mission relevance of programs and review their contribution to the portfolio of programs offered

4. To review the relevant departmental/program strategic goals, progress in meeting these goals, and ways in which the unmet goals can be reached
5. To educate the rest of the Andrews University community about the contributions of the programs to the University and the Seventh-day Adventist Church

Four criteria guide the program review process—from the questions that program faculty must answer to the work of the review panel. These criteria are:

1. Mission, history, impact and demand for the program
2. Program Quality—inputs and processes, program outcomes, evaluative tools and documented results, including success of graduates
3. Financial Analysis—seven-year review of department income and revenue
4. Strategic Analysis—strategies, progress on strategies, weaknesses, new opportunities, threats, action plans and future needs to reach strategic goals

A five-member panel is appointed to review each completed self-study. Panel members consist of one member of the PDRC, and faculty from various schools across the University. If the program is not externally accredited, one of the five is recruited from a like program at another university. Instructions for the panel's report ask them to provide their evaluation of the strengths and weaknesses of the program in terms of academic quality and innovation; the program's relevance to the mission of Andrews University, the church and the marketplace; and the program's strategic plan. The panel must also provide their recommendations for the program. The full report is voted on by the PDRC and the Graduate and/or Undergraduate Councils. Finally, the dean, in consultation with the provost, discusses the final report with the department offering the program in regards to implementation of the recommendations, thus tying program review into planning and budgeting.

Efforts have been made to communicate the results of program review to ease faculty anxiety about the process. This is being accomplished by presentations in the General Faculty meeting, and reports from the Architecture and Speech-Language, Pathology & Audiology programs have already been presented. While recent review results have been intentionally shared, the PDRC recognizes there is still some resistance and tension among faculty. It is hoped that more regular communication about the benefits of program review from programs reviewed will help to allay these fears.

For the Speech-Language, Pathology & Audiology program, concerns raised through program review led to two major improvements. The first issue was inadequate space and facilities for the size of the program. As a result, funds were allocated for a major expansion and renovation. In the large new facility, students now have improved access to departmental resources, and space for collaborative study. With two sound booths, students have lab access all day, with faculty available for assistance. Extra therapy rooms provide students with space to practice, and attached observation rooms allow students to fulfill this requirement on campus, both for audiology and speech pathology. The other major concern was that the program was only at the bachelor's level, since the profession requires a master's degree for entry and students had difficulty getting placement in the limited number of master's programs. The panel encouraged the department to move ahead with plans to offer a master's degree. The department is in the process of preparing

their application for submission to the American Speech-Language-Hearing Association, with a projected start date of August 2014.

A result of the architecture program review was that their annual Bolivia mission trip, which had been cut because of funding, was reinstated. It was seen to be an important part of the unique mission of the program. In the architecture's reaccreditation visit in spring 2012 from the National Architecture Accrediting Board, the Visiting Team Report (April 4, 2012) noted:

> The School of Architecture exists within a Christian Seventh-day Adventist university context. The Christian beliefs of the Seventh-day Adventist Church hold, among other things, that the biblical guide for life balances mind, body and spirit. It also holds that each person is blessed with God-given talents that are to be fostered and developed for use in benefitting others as well as the cultivation of livelihood. The School of Architecture at Andrews University exists so that the discipline of architecture, which affects all humankind, can be studied and nurtured within an environment structured around this biblical worldview. Further, it exists to train individuals to seek solutions to design problems that are functional, meaningful, sustainable, and beautiful following the example of God's creation.

> The School of Architecture excels at realizing this mission throughout the program and specifically the Urban Design Studio ARCH 521, Topics Studio ARCH 522 and off-campus program requirements and optional opportunities such as the Bolivia Program and the Jordan Field School. The School has been recognized nationally by Congress of the New Urbanism awards in 2007, 2008, 2009, 2010 and 2012. Participating in mission-oriented projects through various other course offerings reinforces not only the Mission of the School of Architecture but that of Andrews University. (page 4)

The Leadership program review is completed and is with the provost for final action. Program reviews for Educational Leadership and Social Work are in the final stages, just waiting for responses by the departments before the completed reports go to the PDRC. School Psychology and Clinical Mental Health Counseling are in the panel review stage, and a number of other programs are preparing their self-study. Samples of completed program reviews will be available in the Resource Room (R5.8).

### Annual Reviews, Course Evaluations and Professional Development

At Andrews University, reviews are conducted annually on faculty, staff and administrators. These reviews are the basis for individuals to make plans for improvement of performance. Periodically, 360° evaluations are completed on administrators, at which time faculty and staff working under an administrator may provide feedback on performance. Changes have been made to the faculty annual review so that faculty must specifically include reference to progress and plans for assessment as they set goals for the coming year and report on achievement of goals from the prior year (R5.1).

As mentioned previously, the course evaluation software, Class Climate, will be used for student evaluations of teaching beginning spring 2013. Additionally, the process will be managed by the Office of Institutional Effectiveness. Not only will the system allow faculty to receive results from their classes sooner, but the new system will facilitate use of this data for decision-making and planning for faculty, departments, schools and the University. Previously, student evaluations were analyzed by one individual, so detailed analysis had to be specifically requested. Now student evaluation data may be averaged across

courses and over time for individual faculty. This will make it easier for faculty and department chairs to determine teaching goals for the coming year. This information will also be useful for faculty when they are seeking promotion and tenure. Because of the ease of collecting data, Class Climate will be useful for student evaluations at off-campus programs as well. This will allow better oversight of teaching at these locations, and give program administrators the ability to initiate intervention more quickly should issues arise. Having the ability to average data for individuals will also provide information on adjuncts, which may affect future hiring decisions. Averages by department or program will be helpful for program review, and will be essential data for setting departmental strategic plans. Likewise, school averages may be useful for formulating a school's strategic plans. At the University level, question averages will help to identify areas to target for professional development. With the Professional Development Committee now in place, this will be an important source of information for planning development initiatives.

## Assessment, Educational Effectiveness and Institutional Planning

Educational effectiveness data is used by several offices for planning. Assessment data is increasingly complementing these discussions. For example, the Divisions of Enrollment Management and Integrated Marketing & Communication use applicant data to determine how to best spend resources for recruiting communication. Enrollment data is used to determine where best to focus future recruiting efforts. Assessment data is extensively used in making admissions decisions and in establishing appropriate parameters. In January 2013, the assistant provost will meet with the vice president for Enrollment Management, the vice president for Student Life, and the director of the Student Success Center to discuss student retention. Data useful to the discussion includes retention and completion data; survey data on program effectiveness, advising and other campus relationships; and general education outcomes data, disaggregated by factors such as gender and ethnicity.

An example of a well-integrated process was the development of a Key Performance Indicators table in 2011. As outlined in Section 4, this process was part of the overall strategic planning process, and important indicators were identified in the areas of quality, faith commitment, service and leadership, community, growth and financial resilience. The table was populated with data from 2006–2007 onward, with assessment data included in the many measures of educational effectiveness. This data will be used by the institution and the board for decision-making on operational and strategic issues.

Other assessment processes provide regular feedback that helps in planning. In their senior year, undergraduates are assessed on general education outcomes such as effective communication, critical thinking, and broad content knowledge through the ETS Proficiency Profile. They are also surveyed to collect their feedback on achievement of University mission and goals, program quality, and students' spiritual commitment. This data is disaggregated by program and sent to the schools and academic departments. Low scores in critical thinking in 2010–2011 led to a University-wide emphasis on critical thinking. Lunch and learn sessions were provided for faculty in 2011–2012 and critical thinking was emphasized in the 2012 Faculty Institute. Low student ratings on the adequacy of facilities contributed to the decision to update nursing labs in summer 2012. Low student ratings in some programs on use of library resources led to targeted efforts by the library to improve library holdings in those content areas and/or offer library training to students in those programs. Each year, student feedback on advising, residence hall life, the cafeteria, registration, financial services, and other topics are shared with the appropriate departments, where they are considered in planning for the next year. Positive comments that students write about individuals who

have impacted their lives are also shared with faculty in writing. Faculty have shared that these letters were important to them when being considered for promotion.

The alumni survey of 2012 provided a variety of useful data also. The University was pleased with the data on graduates' continued faith experience and the high percentage of graduates employed in fields related to their academic degrees. Comments on both the strengths and weaknesses of graduates' academic preparation were forwarded to their respective departments. The low number of completed responses (14%), however, has contributed to discussions on how to improve response rates in subsequent years, as alumni feedback can be particularly valuable for informing programmatic improvement efforts. For this reason, a number of graduate programs do their own follow-up surveys of alumni and/or their employers. The School of Business Administration conducted an alumni survey in 2009–2010, and found a small percentage (2–3%) of alumni rated their preparation in computer-based skills as "not effective." The school noted that 62% of alumni graduated prior to the year 2000, when the curriculum was revised to have greater emphasis on computer skills. Because of the small percentage of negative responses, and the changes to the curriculum, it was decided to wait and see what the results would be in the next alumni survey (2010 SBA Assessment Report, pp. 52–57). The Doctor of Physical Therapy program does an alumni survey annually. Survey results, together with licensure exam scores, showed lower preparation in the cardiopulmonary section of the exam. These results prompted the faculty to strengthen the cardiopulmonary emphasis in the program. Data will continue to be monitored to see if the changes result in improved scores and ratings (Physical Therapy Curriculum Review Committee, November 14, 2011, p. 114).

### Examples of Assessment Data Driving Curricular Decisions

Within the Seventh-day Adventist Theological Seminary there are a number of examples of how assessment data has been used in decision-making and planning. Though the Master of Divinity program used to have a portfolio requirement, it was challenging to use this as an effective assessment tool with 450 students. So the seminary conducted a study that collected data from students, faculty advisors, and church leaders involved in hiring. The data failed to support the continuation of the portfolio requirement and this expectation was dropped in favor of imbedded assessments. Student comments from the 2011–2012 Seminary Assessment Questionnaire indicated a need for study skills acquisition. A session on Study Skills & Critical Thinking was offered to Seminary students in fall 2012. Data from 2011 assessments in the Doctor of Ministry program indicated that students were having difficulty with research. This prompted the creation of a document to define and clarify research. It also led to a modification in the curriculum so that the field research component is now given in the first year rather than the second year of the program. This new policy was implemented in 2012 in the off-campus programs in Spain and Russia.

The School of Education also included a number of examples of decisions made based on data in the 2012 Assessment Report (R5.6). In the teacher education program, and in response to low scores on particular Michigan Tests for Teacher Certification subject area tests, the department "purchased and distributed... study guides for the most problematic...tests" (page 57). In the Curriculum & Instruction program, improvements are being made in the program orientation because of student feedback (page 58). Using data from comprehensive examinations and student feedback, Graduate Psychology & Counseling faculty decided to make a number of adjustments to make the exam a "more fair and accurate test of students' knowledge" (page 59). In response to low enrollment numbers, Educational Leadership decided to promote the program through principal visitations, webinars and the coordination of an issue of *Journal of Adventist Education* for principals (page 61).

As described in the previous section, the School of Business Administration evaluated their outcomes data and decided to modify the project in the Master of Business Administration capstone course. They revised the outcomes for the Bachelor of Business Administration program in 2011–2012 to make them clearer and easier to assess. Data from the MBA program was disaggregated and analyzed for both the on-campus and off-campus programs to ensure program quality in both venues (2012 SBA Assessment Report).

In the School of Health Professions, declining pass rates on the nursing licensure exam led to a decision to hire consultants to help the department make improvements to the program, in order to bring the scores back up. In the dietetics program, low performance on licensure exams led to the addition of a required comprehensive exam and special study sessions. As mentioned in the previous section, when the Doctor of Physical Therapy Curriculum Committee noticed lower scores on the cardiopulmonary section of the licensure exam a few years ago, they made changes to strengthen the cardiopulmonary emphasis in the curriculum.

In the College of Arts & Sciences, the Department of Mathematics completed a study of placement and mathematics success of 2,461 Andrews University students over a five-year period. Success rates were on target for all mathematics classes except for MATH168 Pre-calculus. The data showed that the prerequisite was too low. The data also showed that student ACT/SAT math scores were highly correlated with the University Math Placement Exam (MPE) scores. Based on the analysis of this data, the department took two major actions. It restructured pre-calculus and all of its prerequisites, and created an ACT/SAT to MPE conversion formula. This will allow most new incoming students to register for the correct mathematics class before arriving on campus. The Department of Engineering & Computer Science recently sought accreditation from the Accreditation Board for Engineering and Technology (ABET) for its computing program. As a result of comments from the review team, the department made immediate changes, including the initiation of senior evaluations.

## Evaluation

Andrews University is now in the position to be able to use assessment data for planning and decision-making across the University. Administrative structures are in place and resources are available to ensure that data is collected and used. Continued promotion of the use of data by administration and the board, however, will be needed to keep the momentum going and embed habits of good practice throughout the institution.

# Section 6: *Staffing for Assessment and Off-campus Programs*

## Concern

The next concern identified by the HLC team relates to a number of the other sections of this report. Recognizing some weaknesses in key academic areas such as assessment, online education and management of off-campus programs, the team asked the University to reevaluate staffing levels in these areas. The report notes, "As the institution undertakes additional programming in pursuit of its mission and as it addresses good practices in higher education, it is clear that it must pay attention to staffing levels, particularly in the areas of assessment, online education, and affiliate and extension programming."

In response to this concern, Section 6 of this report will focus on the following changes:

1. Adjustments to staffing in assessment
2. Adjustments to staffing in online education
3. Adjustments to staffing in management of off-campus programs

## Assessment

Section 5 of this report deals with assessment and speaks extensively about staffing changes to meet assessment needs. The applicable paragraph is copied here for convenience:

"Staffing for assessment has improved since the 2009 team visit. The provost fully supports the need for assessment at all levels of the institution, and promotes it through her presence in the assessment committee, communication at General Faculty meetings, and periodic written communication to faculty. The assistant provost for Institutional Effectiveness oversees assessment across the University, taking responsibility for organizing training, leading out in the assessment committee, and communicating assessment data. A full-time assessment system coordinator in the Office of Institutional Effectiveness manages the web-based assessment management system and other assessment-related software, and assists faculty in their use. The School of Business Administration and the School of Architecture, Art & Design each have a faculty member who is responsible for monitoring assessment in their school. Last year the School of Education appointed a full-time accreditation and assessment coordinator. He was heavily involved in preparing for the recent visit by the National Council on Accreditation of Teacher Education (NCATE), and now chairs the school's assessment committee. An assessment coordinator was hired for the Seventh-day Adventist Theological Seminary at the beginning of this school year. She monitors assessment across the seminary, and is specifically responsible for assessment of the two largest programs, the Master of Divinity and Doctor of Ministry. In fall 2012, a person in the School of Distance Education was tasked with monitoring assessment, and seeing that assessment data is collected for distance and off-campus programs. In addition, the school deans are taking an active role in seeing that student learning is assessed in their schools by monitoring assessment status reports, communicating expectations at meetings with chairs, and following up when departments need additional encouragement. To help facilitate the involvement of the deans, the assistant provost for Institutional Effectiveness regularly meets with the Deans Council to discuss assessment needs and strategies."

In summary, the University has recognized that for assessment to be successful, "staffing" adjustments will need to mean that academic administrators at all levels must actively engage in encouraging and helping monitor assessment practices. It also means that more staff throughout the campus will need to be engaged in supporting the development of strong assessment practices amongst faculty and other staff. In practice, the University has increased the profile of assessment in the organizational structure by the appointment of an assistant provost for Institutional Effectiveness who carries a more strategic and University-wide coordinating role than the previous director of assessment role allowed. It has also meant the appointment of several additional staff, most embedded in schools, but who work as a team to ensure the development and maintenance of an institutional culture of assessment. Some of these individuals also carry other complementary tasks in their schools, but their roles have been redesigned to ensure they are perceived as the individuals providing service in, and monitoring, the key area of assessment. The change to University assessment culture outlined in Section 5 can to a fair degree be credited to these staffing changes.

## Online Education

Section 7 of this report speaks about online programming and, as with assessment, it includes a section related to staffing. This again summarizes many of the salient staffing issues and is copied below:

"...[In] 2011 the School of Distance Education was established at Andrews University. This School immediately became the home for Griggs University during the transitional period of the Griggs-Andrews University merger (see Section 8 of this report). The Andrews University off-campus programs were also moved into this school, and most relevant to this section of the report, so did the Center for Distance Learning & Instructional Technology (DLiT). This Center later developed into the Higher Education Department of that school.

Before the move, the Center for Distance Learning & Instructional Technology included one full-time staff member, and 55 hours of student labor. This office supported all the online courses, the learning management support, instructional technology use on campus, and oversight of the purchase and implementation of classroom technology such as projectors and classroom response systems. The new Higher Education Department now includes the associate dean for Higher Education, an instructional designer, a learning systems designer (position posted), and 210 hours of student labor. This expanded team is able to take a much greater role in the support and development of online technology, programs and courses...

The expansion of the full-time staff support of online learning has significantly improved the turn-around time in support of faculty teaching online and using Moodle. However, not all challenges have yet been met. The online learning team has recognized that further support is needed in supporting the instructional design and course review process. This may need to be resolved by short-term contracts, particularly in the areas of instructional design and course editing."

Section 7 also notes that in addition to more central support, several faculty (particularly some new appointments) have both interest and capacity to develop online programs, and training in Moodle of existing faculty has resulted in their increased engagement in new (or revised) course development. The University also has a restricted fund (started at $1m) that is used to support faculty release time, or contract services to improve and develop courses. While not all problems are yet resolved, the staffing

situation in support of online programming has dramatically improved from the situation in 2009. It is further assisted by the wider support offered through the School of Distance Education described below.

## Off-campus Programs

(Staff changes related to off-campus programs have been discussed at some length in Section 3 of this report. What follows summarizes this information.)

As identified in several places in this report, the year after the HLC team visited Andrews University, the University was invited to accept Griggs University as a gift. The consultations that led to acceptance of this gift and the ensuing changes to the operations and structures of the University were documented in the University Change of Control application during the 2010–2011 academic year. Most relevant to this section of this report, in 2011 Griggs University brought to Andrews University additional online programs and programs taught off-campus, both nationally and internationally. In responding, therefore, to the staffing needs for off-campus (and online) programs, the University decided to look at building a structure of support that would meet both Andrews University needs as identified by the HLC team, as well as those emerging from the new merger. Thus the School of Distance Education was established to house off-campus program management and online education development and management for existing Andrews University programs, existing Griggs University programs (until they are either transferred to Andrews University or taught out) and Griggs International Academy (GIA), the distance education high school previously operated by Griggs University and now operated by Andrews University.

The advantage of starting a new school to house these various responsibilities is that the University was able to build a staffing structure that would meet present and future needs from the beginning, rather than trying to patch up existing processes. When the team visited in 2009, the responsibility for monitoring affiliations and extensions was assigned to the dean for Affiliation & Extension Programs who worked from a small area in the Office of Academic Records with part-time staff support. He was expected to oversee international partnerships and worked in cooperation with program directors in the academic schools.

Given the number of affiliations and extensions that the University has historically supported, staffing was inadequate to the task. With the advent of Griggs University and the changing regulatory environment, the University recognized the need for a team of professionals to keep up with the demands of managing the international partnerships. With that in mind, the School of Distance Education staff was built to provide professional support for off-campus programs.

 A few of the positive staffing implications of this process are as follows:

1. The new dean of the School of Distance Education has oversight of all less-traditional education processes: off-campus programs and online. This allows for more integrated planning and policy development in all these areas. Before this, off-campus programs and online education were dealt with separately.
2. A director of Off-campus Programs who works with the dean of the School of Distance Education to provide oversight and daily support for off-campus programs.
3. The hiring of a compliance officer. This individual, who has a legal background, is able to keep up-to-date on federal and accreditation requirements and support the University in all educational

contracts. With all the changing demands in these areas, this new position has proved vital to off-campus program management.

4. The development of a director of Student Services & Assessment position. This individual has sole focus on the student experience and, most recently, has been asked to link that with assessment of courses where students are at a distance. The development and later expansion of this position ensures the University provides focus on the essentials of a student learning experience.

5. A financial manager and coordinator of Off-campus Programs who ensures that off-campus program contractual terms are implemented, and that the University maintains a calendar of site visits, off-campus admission and graduation schedules.

The organizational chart for the School of Distance Education is as follows:
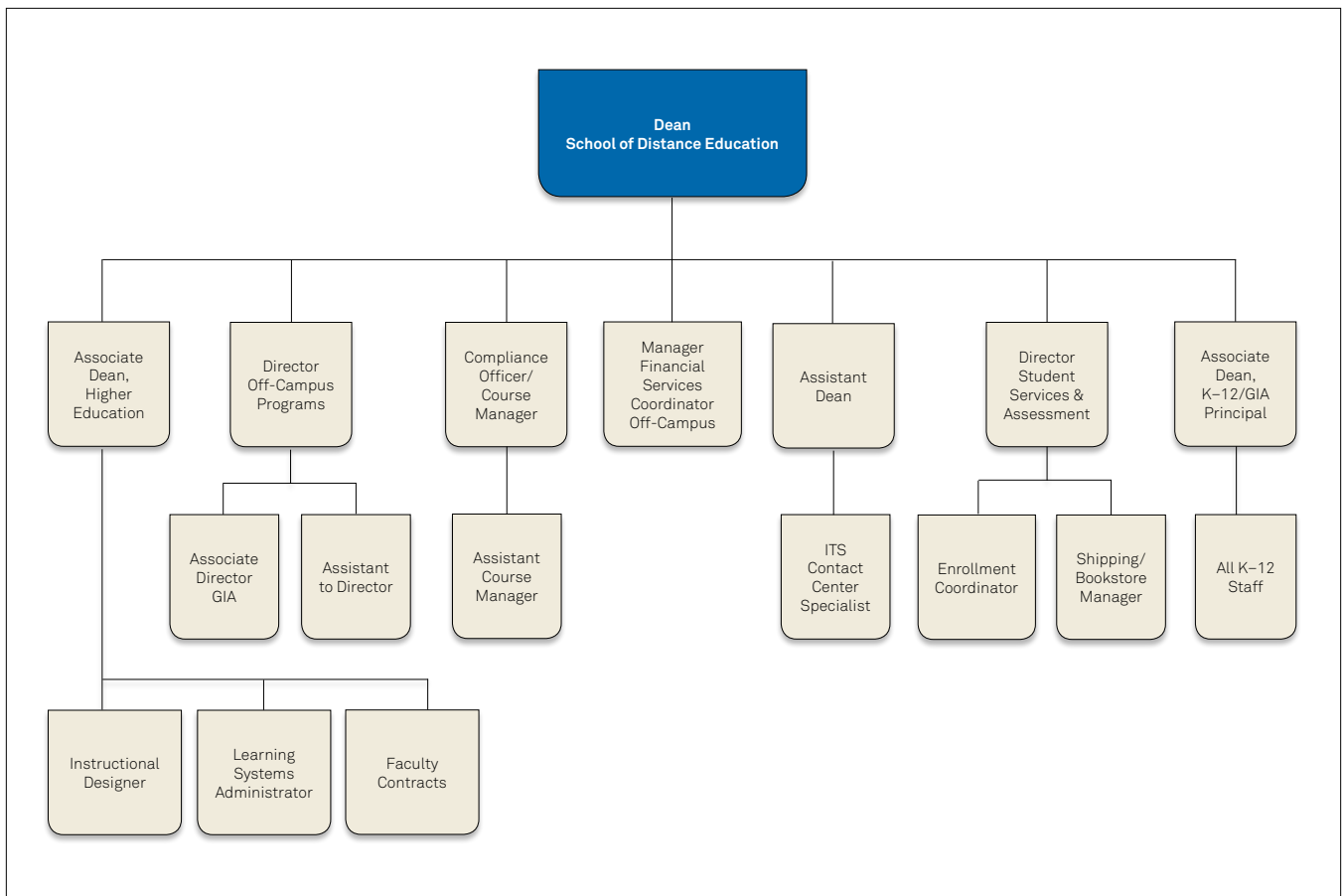


**FIG 6.1**

The development of the School of Distance Education unit has also helped the University in other ways. As a result of the existence of the school, the University has been able to clarify processes throughout the campus that relate to off-campus programs. Staff in this unit are there to support processes, procedures, planning endeavors and course development. Staff (faculty) in schools that offer off-campus programs can then focus on the strictly academic side of the programs (such as faculty, academic resources and curriculum).

Since the School of Distance Education was only established on campus in the summer of 2011 and since staffing changes were so substantial, it will be some time before the University faculty and administration have learned how to capitalize on all the strengths of this new structure. However, the University considers it has established a structural and staffing foundation that will potentially transform its capacity to exemplify best practice in off-campus and online education.

## Evaluation

Since 2009 Andrews University has invested significantly in staffing to support the University in meeting its mission and best practice expectations in assessment, online education and off-campus programs. These changes have included refocusing efforts of existing staff and the addition of new staff in key areas of campus operations. However, the most extensive change has come with the setting up of the School of Distance Education, a response to both the 2009 HLC report and the 2011 merger of Griggs University with Andrews University. The University considers that these staffing changes have set it up to not just deal with present expectations, but also be responsive to future demands. Due to the recent adjustments in some areas, the impact of staffing adjustments has not yet been fully realized. However, a strong beginning has already shown the University the positive future it can expect with a few more years of maturing practice.

## Section 7: *Online Programs and Courses*

### Concern

The HLC 2009 report expressed several concerns in relation to online programs and courses. They reflected that online learning occurs "with little University-wide support" (page 36), and further noted that "there appears to be an uneven commitment to the component of online education at the University among faculty, staff, and students" (pages 38–40). Specific concerns included that online education was not mentioned in the Strategic Plan, staffing levels were insufficient and online programs generally needed a higher level of support. In general, the report implied that institutional support for online course development and delivery needed more direct attention by the University, including greater coordination with other off-campus endeavors.

In response to this concern, Section 7 of this report will focus on the following initiatives and changes:

1. University support for online learning
2. Plans to upgrade and develop new courses and programs
3. Staffing support for online learning
4. Support for faculty use of learning management system(s)
5. Assessment of online programs and courses
6. Coordination with other off-campus endeavors

### University Support for Online Learning

The University has deepened its support for distance education in two important ways: by establishing the School of Distance Education to support and promote online programs and by including online education in an intentional way in its strategic plan.

The Strategic Plan: In 2009, the site team expressed concerned that online education was not mentioned in the Strategic Plan. However, the Andrews University 2012–2017 Strategic Plan (Appendix A4.1) addresses online education in several ways.

At the core of the 2012–17 Strategic Plan lie seven strategic pillars (see Section 4 of this report). In two of these pillars, online education is identified as an important feature of the plan. The description of Pillar #5, Community, is as follows: "Andrews University places a high value on community. Its residential expectations for undergraduate students assist in building community. In addition, graduate students will be part of a cohesive community of graduate learners. Students studying at a distance, whether as individuals or at a location, will find an identifiable place to belong in the Andrews University community. The University will embrace as its community the various constituencies impacted by its presence, including its alumni and the local community."

This pillar description focuses on the University's need to ensure online students feel connected to the Andrews University learning community. An important part of that connection is student life; the School of Distance Education Department of Student Services has been working with Student Life, Campus Ministries, and the Student Success Center to ensure that equivalent services for on-campus students are

provided and accessible for distance students. Results are already being seen in the way distance education students have been linked to campus events through streaming on the University website. In addition, the fact that the strategic definition of community intentionally includes students studying at a distance will continue to focus University attention on this important group of its students.

Specific focus plans throughout the Strategic Plan continue this same theme of commitment. Andrews University will: "Build a sense of community in off-campus student populations, whether they are studying using distance education modalities or attending a partner campus." The University will: "Ensure that students studying at a distance (online or at locations) are integrated into the Andrews University student experience" and the campus will: "Manage communication processes to ensure maximum ownership and awareness by relevant Andrews University communities, including those studying at a distance."

Strategic Initiative 3 includes elements taken from the strategic plan for the School of Distance Education. One element of the initiative explains the University's intent as to, "Strategically expand the opportunities for students to study through distance modalities, focusing on accessibility, quality and flexibility." And to achieve this "the University will:

1. Become a leader in distance education, especially amongst the Adventist community, both in quality and process
2. Promote collaboration through distance education both within Andrews University and the larger Adventist educational community
3. Identify short- and long-term plans for expanding opportunities for students to study through distance modalities and start implementation of the plan
4. Develop a robust infrastructure that supports distance education on campus."

**Establishment of the School of Distance Education:** As identified in earlier sections of this report, the University has developed a new structure to allow its strategies on online (distance) education to be realized. When the HLC team visited in 2009, online learning was initiated by faculty and departments, with little coordination and support at the University level. However, since 2011, the School of Distance Education has been tasked with oversight, coordination and support of the online programs at Andrews University and has already made a number of steps to ensure the professionalism of both online courses and programs.

In December 2011, the new School of Distance Education website was launched, www.andrews.edu/distance/. Amongst other initiatives, this website includes an online listing of all online degrees and courses offered by Andrews University and Griggs University. This allows prospective students interested in an online Andrews University degree to see all their options and the services provided. This site continues to grow and improve. In January-February 2012, the school created a new School of Distance Education section in the Andrews University Bulletin (R7.1). In addition to describing the role of the School of Distance Education, this section includes a listing of all the online degrees and courses offered by Andrews University, along with details on various processes, procedures and student services that affect distance students.

In the summer of 2012, the School of Distance Education carefully examined the representation on the Distance Learning and Technology (DLT) Committee, and its Online Course Approvals subcommittee. As

a result of this review, the school invited additional members to join the DLT Committee to ensure representation from those administering all current online programs. Additional members were also invited to join the Online Course Approvals subcommittee so that that all schools with online programs were adequately represented. The University also intentionally reviewed its major committee memberships so that the School of Distance Education was represented on all the major committees on campus. This will ensure that online and off-campus programs are considered in all major deliberations, including the University Senate, Assessment Committee, Undergraduate Council and Graduate Council. This representation ensures that the awareness and understanding of online and off-campus programs permeates campus decision-making processes.

The School of Distance Education has also worked on updating documents. The Policies, Procedures and Best Practices for the Development and Teaching of Online Courses was initially voted by the General Faculty Meeting in November 2010. In the fall of 2012, the policies were updated and revised to include the role of the School of Distance Education and recognize new federal regulations. The updated policies will be presented to the General Faculty in the next few months. They will be posted online at http://www.andrews.edu/distance/faculty/online-course-approvals.html after they are approved.

Another role adopted by the School of Distance Education in supporting online education is the coordinated advertising of all online programs at Andrews University. This work is in the very early stages. However, this centralized approach to marketing online programs through the School of Distance Education will allow wider dissemination of all programs.

## Plans to Upgrade and Develop New Online Courses and Programs

The HLC team correctly noted that the spread of courses taught online (fully or partly) was very limited in 2009. The School of Distance Education has now completed an analysis of current online courses and departments interested in creating online programs. Based on this analysis, a 2012–2015 four-year plan has been created to focus and prioritize the upgrades of most of the courses and development of new programs (Appendix A7.1).

During the first year and a half of the operation of the School of Distance Education, the dean of the school and the associate dean for Higher Education have met with all directors of online programs on the University campus. As a result of these meetings, the School of Distance Education has provided professional development courses for faculty developing courses for the online MBA program and the online nursing program, and for faculty developing general education courses.

The school is also collaborating with the Department of English in the College of Arts & Sciences to put the MA in English with an emphasis in TESL online. The associate dean for Higher Education has also initiated a push to put general education courses online and move all courses from paper-based delivery to full online delivery.

The HLC Focused Visit team will be invited to view newly upgraded or developed courses from a selection of online programs that will be made available to them through online access during the visit. (R7.2) Over the last three years, the University has developed significantly its portfolio of online courses, particularly at the graduate level. Several new faculty with expertise in this area have assisted in this expansion.

With this growth has also come an increase in peer support for online course development and delivery. In addition, a restricted fund of $1m has been given to the University for the development of online courses. While some of this is targeted for Griggs International Academy, the distance education K–12 program run by the University, the majority of these funds will be used for development of university-level courses.

## Staffing Support for Online Learning

As noted above, in 2011 the School of Distance Education was established at Andrews University. This school immediately became the home for Griggs University during the transitional period of the Griggs-Andrews University merger (see Section 8 of this report). The Andrews University off-campus programs were also moved into this school, and most relevant to this section of the report, so did the Center for Distance Learning & Instructional Technology (DLiT). This Center later developed into the Higher Education Department of that school.

Before the move, the Center for Distance Learning & Instructional Technology included one full-time staff member and 55 hours of student labor. This office supported all the online courses, the learning management support, instructional technology use on campus, and oversight of the purchase and implementation of classroom technology such as projectors and classroom response systems. The new Higher Education Department now includes the associate dean for Higher Education, an instructional designer, a learning systems designer (position posted), and 210 hours of student labor. This expanded team is able to make a much greater contribution to the support and development of online technology, programs and courses. (See Department of Digital Learning and Innovation organizational chart below, Figure 7.1.)
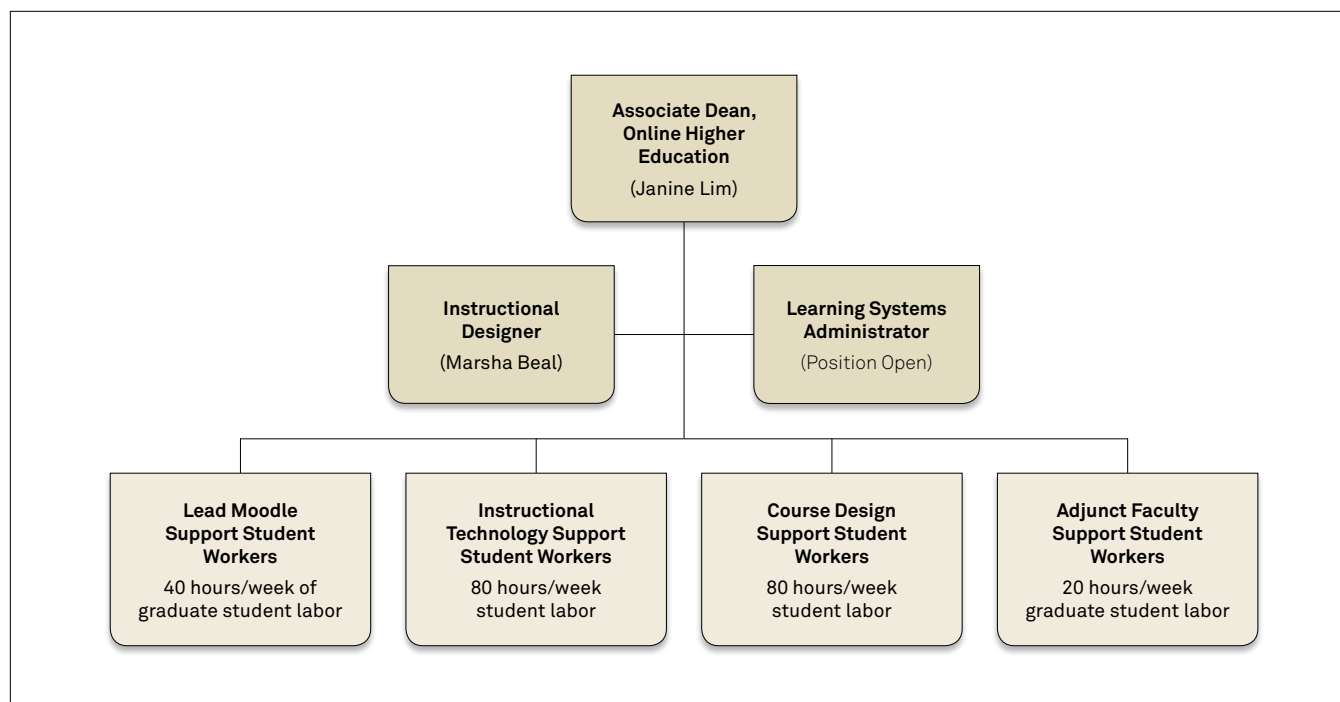


**FIG 7.1**

The expansion of the full-time staff support of online learning has significantly improved the turnaround time in support of faculty teaching online and using Moodle. However, not all challenges have yet been

met. The online learning team has recognized that further support is needed in supporting the instructional design and course review process. This may need to be resolved by short-term contracts, particularly in the areas of instructional design and course editing.

## Support for Faculty Use of Learning Management System(s)

Another challenge noted by the 2009 HLC team was in the lack of apparent faculty capacity to use Desire2Learn (D2L). The report specifically notes that, "undergraduate students revealed some frustration that faculty are not using D2L and that support was not readily available" (page 36). Since that visit, the use of the learning management system (now Moodle instead of D2L) has increased significantly by faculty. The University change from Desire2Learn to Moodle, hosted with MoodleRooms, occurred in 2011. In 2009, about 100 courses were using some type of online presence in Desire2Learn. In the fall of 2012, 485 courses were using Moodle. In 2011 the School of Distance Education began to track the level of usage within Moodle, with the intent of discovering how the University can improve its services to faculty teaching both online and face-to-face.

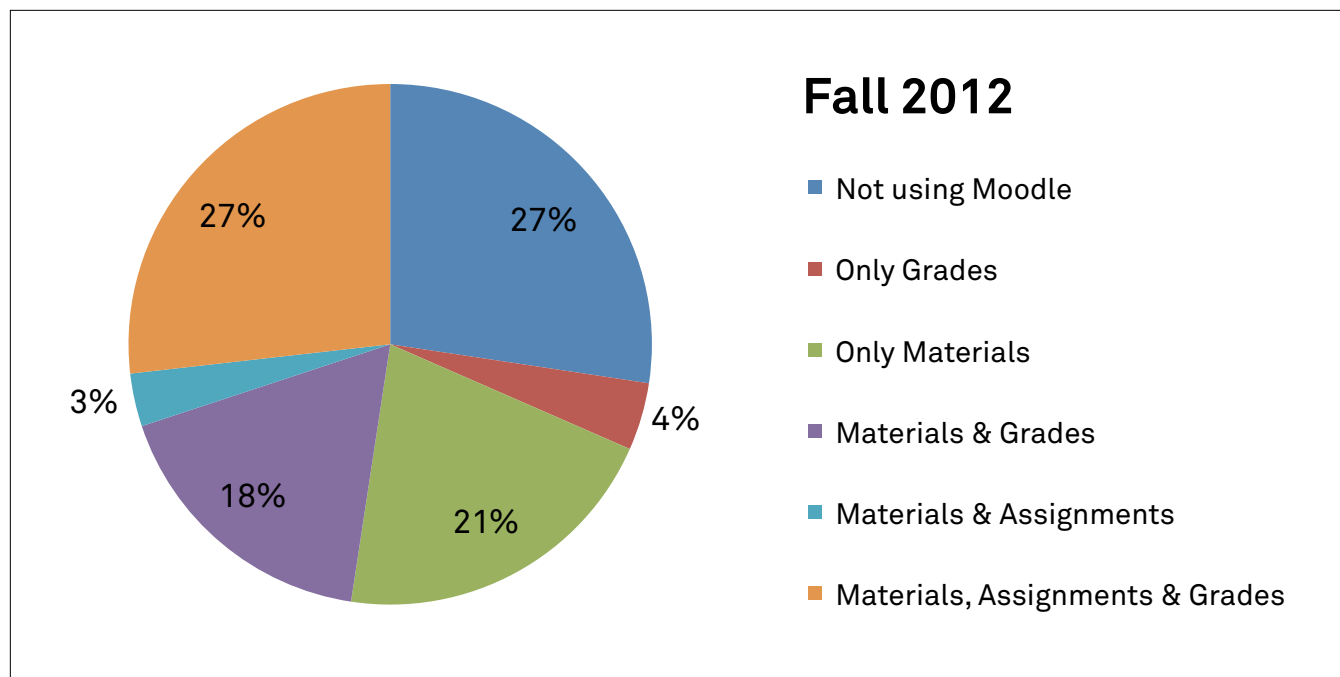The following chart indicates the current pattern of use of Moodle:



**FIG 7.2**

As this chart indicates, faculty now use Moodle for at least uploading materials and grades in 50% of courses. This substantial increase in use of technology has been supported by a similar increase in opportunities for faculty to engage in online technology education.

A set of QuickGuides has been developed for faculty on how to use Moodle for quizzes and assignments: http://www.andrews.edu/services/dlit/instructional_tech/moodle.html. At the Faculty Institute in August 2012, the online education team offered 12 sessions on instructional technology, Moodle and online learning. These sessions were the highest attended and were very highly rated. The instructional designer,

Marsha Beal, offers monthly "Moodling with Marsha" sessions in key buildings across campus. Faculty and their support staff can receive just-in-time training onsite in their building during a two-hour session once a month. The full schedule of training and workshops for 2012–2013 is available at: http://www.andrews.edu/distance/faculty/professional-development.html.

While some faculty remain reticent to take full advantage of the opportunities provided through Moodle, faculty knowledge and skills are increasing, as well as the quality of courses using online technology. The School of Distance Education will continue, however, to develop additional support materials for faculty. These will include suggested language for syllabi, sample rubrics for discussion areas, and other resources to meet the Andrews University Standards for Teaching Online (R5.7). Plans are also in place to design an orientation for all online courses, create video tutorials for the main Moodle functions, and improve advertising to students within Moodle on how to get assistance.

## Assessment of Online Programs and Courses

In addition to increased support and training, the development of a robust assessment system for online courses has assisted in raising the quality of technology-driven or assisted courses/programs. Section 5 of this report has detailed these processes. Through the combination of assessment measures, the University will be able to encourage individual faculty to improve their online teaching processes; it will also have the data needed to know what training, policies and processes will most move forward the institutional culture to more fully embrace the opportunities of online education.

## Online Coordination with Other Off-campus Endeavors

Another suggestion made by the 2009 HLC team was that the University better coordinate distance/online learning with other off-campus endeavors. The fact that both online education and off-campus programs fall under the responsibility of the School of Distance Education naturally supports that coordination. The new strategic plan also assumes this integral connection and examples of good practice exist in a number of programs. The School of Education leads in this coordination, both in their Leadership and Educational Administration programs. Other programs find the connections more difficult. Some are hampered in using online processes because of the environments in which courses are taught. For example, the Master of International Development Administration is taught in a range of countries that include Rwanda, Ghana and Kenya, with another new program soon to begin in Sudan. Many of the students in those programs serve as NGOs in areas where there is little Internet access. This severely limits their access to online resources while in their normal working environment. Other limiting factors relate to the development of the University student management system (Banner). However, as identified in Section 2 of this report, a contract has recently been signed for a company specializing in Banner to make adjustments to the system, which will in turn increase the University's capacity to more successfully serve students studying remotely. For example, once these adjustments have been made the University will have the capability to automatically provide off-campus students with access to Moodle and library resources, as well as provide online learning materials to support the off-campus face-to-face classes.

## Evaluation

Significant progress has been made in the University's engagement with online education since 2009. The new strategic plan identifies online education as playing a key role in the University's future. It also recognizes the need of the campus to embrace more fully the culture of online education and the students who

study remotely. The opening of the School of Distance Education and the merging of Griggs University with Andrews University have helped provide a structure that strengthens both the management and support of online education. A structured plan is in place to develop new courses and programs, and headway has already been made in meeting the goals identified in this plan. New staff appointments to the online education area have resulted in significantly increased faculty and staff development opportunities in using Moodle and associated technologies. The number of classes taught using online technology in some form has increased fourfold since 2009. Assessment processes are assisting in the institutional plans to ensure best practice is followed in online education. Some positive coordination is taking place between online education and other off-campus endeavors.

More progress is slated to happen at the University to strengthen online education options, particularly in the University information system's capacity to support online technology in the off-campus environment. More faculty still need to be encouraged to risk using their newly developed skills in the real classroom environment. At present there are more plans to develop online programs than the capacity of the University to fulfill those plans. However, the possibilities intrinsic to online education now instill an excitement within the University that will ensure it will become even more firmly embedded into future academic operations.

## Section 8: *Report on the Progress in Integrating Griggs University Programs and Students*

### History of Merger

In 2010, when the General Conference of Seventh-day Adventists established a taskforce to review the needs for distance education in the church and the future of Griggs University (the university located in the General Conference headquarters founded as the official "distance arm" of the Seventh-day Adventist school system), taskforce members commented quite frequently about the similarity between the missions of Andrews University and Griggs University. Griggs University had built its programs in religion and business using Andrew University programs as models. When Griggs began working in partnership with international Adventist institutions, it looked once again to Andrews University with its history of support for international Adventist education.

Griggs University and Andrews University had also worked together for many years through the collaboration created by the Griggs University Consortium, where Andrews University joined with two other campus-based Adventist universities to offer distance education degree programs. Therefore, it came as no surprise when the taskforce recommended to the General Conference that Griggs University merge with its larger sister.

A history of shared resources has helped to make the merger between these two institutions easier than may have been expected. Andrews University took the opportunity presented by the "gift" of Griggs University to create an institutional shift on campus. The University decided to embrace Griggs University by establishing the School of Distance Education that would assume responsibility for online and off-campus international programs and oversee the merger of Griggs University (an institution with its own online programs and international program partnerships).

### Griggs University at Andrews University

When Griggs University moved onto the Andrews University campus in July 2011, the first three months were consumed by relocation and re-staffing efforts. However, even in these efforts, the ultimate goal of merging Griggs University into Andrews University was kept in focus; all new personnel—administrative, staff, faculty—were hired following Andrews University employment practices. Academic policies and operating procedures started to transition to match those of Andrews University. Staff and faculty across campus were engaged in ensuring a smooth transition for Griggs employees and, where applicable, students. In November 2011, a visiting HLC team was sent to review Andrews University's Change of Control. The team's recommendation to HLC recognized the strength of the change of control plan and the potential value of this merger to Andrews University:

> The team found the leadership of Andrews University has developed a viable plan to embrace the activities of Griggs University and is moving forward with that plan in a timely fashion. The strategies provide for examination and evaluation of all Griggs' initiatives to determine which are suitable for absorption into Andrews and which should be eliminated via a teach-out plan. Additionally, the missions and purposes of both institutions are aligned creating a positive milieu in which the merger can occur. Since Griggs is a gift provided by the Church and includes financial support, the team believes

Andrews University will be strengthened by this action rather than placed in any position of risk. (*Report of a Commission-Mandated Focused Visit*, November 14–15, 2011, page 13)

No further action was required as a follow-up to this November 2011 focused visit. However, the University was asked to comment on the progress of the integration of students and programs to Andrews University at the time of this present focused visit.

Since November 2011, the identity of the School of Distance Education at Andrews University has continued to strengthen and is correctly seen as the unit that continues to operate Griggs University while spearheading, under the leadership of the provost and with the cooperation of the relevant academic departments, the movement of Griggs University programs and students to Andrews University.

## Griggs University Active Programs

Griggs University's active programs are in the following areas: AA in Personal Ministries, AA/AS in General Studies, BA in Religion, BA in Theological Studies, BS in Business Management, BA/BS in General Studies, Master's in Christian Ministry and Master's in Business Administration. Andrews University has distance education programs that are equivalent to most of these programs, both in admissions and graduation requirements. In December 2011, Griggs University, after consulting with Andrews University administration and faculty, began referring new student inquiries to the relevant Andrews University programs. In the two areas for which there are no Andrews University equivalents (BSBM and MCM), students have been referred to programs on other Adventist university campuses. The remaining students are in two categories: those that study directly with Griggs University and those that are studying on a partner campus.

## Students Studying Directly with Griggs University

For more than 15 years, Griggs University has coordinated a Consortium of Adventist Colleges and Universities and, as a member of that consortium, Andrews University has offered distance education bachelor's degree programs in religion, theology and general studies. Since early 2012, the dean of the School of Distance Education, the associate dean of Higher Education and the director of Student Services have been working with the dean of the College of Arts & Sciences, the chair of the Department of Religion & Biblical Languages and the advisor for General Studies programs to address the needs of Griggs University students on a case-by-case basis to assess what is best for the student. Students actively enrolled in Griggs University programs have been given the right to complete their degrees with Griggs, but most students have decided to transfer to the equivalent Andrews University program. By aligning the programs, liberally accepting credit in transfer and establishing a plan for completion, we have been able to ensure that students can make the move to Andrews University programs without any loss in credit or addition in time necessary for graduation.

At the same time that the dean and her team have been working to ensure that each Griggs student is cared for, the School of Distance Education has also been working with the College of Arts & Sciences and the School of Business Administration to improve their distance education student support systems and course offerings to meet the growing demands of new student groups. The merger and the fundamental responsibilities of the School of Distance Education have conveniently complemented each other to the benefit of both faculty and students.

There are two programs where Andrews University does not have equivalent distance education programs—the BS in Business Management and Master's in Christian Ministry. For the BS in Business Management, Griggs University students will complete their requirements and graduate with Griggs University. We are in the process of working out graduation plans for all of these students and believe that most will complete by 2015. The School of Distance Education is discussing with the School of Business Administration at Andrews University the possibility of offering an online undergraduate degree completion program, but it would take too long for such a program to be launched to meet the needs of the Griggs University students.

Until just recently, the Seventh-day Adventist Theological Seminary, which is accredited by the Association of Theological Seminaries (ATS), has been restricted by policy in what can be offered online. At the annual meeting in 2012, those restrictions were lifted and the seminary is now able to consider offering an online master's program equivalent to the Griggs University MCM program. The dean of the School of Distance Education and the dean of the Seminary have met a number of times to discuss process and have set up a committee to review curriculum and admission requirements with a goal of initiating a new program in 2015. Active students in the Griggs University program will be allowed to complete the degree program, but no new students will be accepted in the GU program after the end of 2014.

In 2012, the Deans Council at Andrews University voted to move the coordination of the Adventist College and University Consortium (formerly the Griggs University Consortium) to the Andrews University School of Distance Education. As a member of the Consortium, Andrews University has always been involved in the development of courses and programs, but now the School of Distance Education will coordinate all operations of the Consortium.

## Students Studying at Partner Sites

In addition to offering programs directly to students, Griggs University has worked in partnership with a number of institutions around the world to provide religion and business programs to local populations, modeling these international agreements after processes established by Andrews University. To date, none of these programs have moved over to Andrews University. Griggs University has notified all partners of the merger and the compliance officer and the dean have reviewed all contracts, taking into account contractual terms. No new agreements will be made with Griggs University and no current agreements will be renewed past their latest term. All Griggs University agreements will have ended or be in teach-out by the end of 2015.

In order for an international institution to enter into partnership with Andrews University, it will have to go through the new application process established for off-campus programs (and included as Appendix A3.2). After conducting an initial review of the potential new programs, five institutions have been notified that Andrews University will not enter into partnership with them. They will finish their relationship with Griggs. Of those five programs, two are currently in teach-out with Griggs University (following the teach-out policies of the Distance Education and Training Council). Three more will begin their teach-out plans in July 2013.

For the remaining Griggs University international programs, the School of Distance Education has created a schedule that calls for formal application to Andrews University as an off-campus site and a review of those applications by the Off-campus Programs Committee, to be completed by 2015.

## Evaluation

As other sections of this report indicate, the merger between Andrews University and Griggs University has brought significant strengths to Andrews University, particularly in the establishment of new structures and processes. Due to the similarity in many programs offered, however, there have not been to date any Griggs University programs that have been adopted by Andrews University. Students studying individually at a distance have transferred to Andrews University. Andrews University has adapted, and is considering developing, distance programs that will meet gaps in service resulting from the eventual teach-out of certain Griggs University distance programs. However, most work remains in relation to international programs. Andrews University does anticipate that some of these remaining programs will transition to a new contract with Andrews University at or before 2015. As requested by HLC, those changes will be reported as they occur.

A timeline identifying the major events of this section of the report can be found in the Resource Room (R8.1).

# Conclusion

In conclusion, Andrews University has made significant strides in responding to the seven areas of concern raised by the 2009 HLC team. It has also moved forward as planned in the integration of Griggs University. Most importantly, the team report of 2009 and the integration of Griggs University have together provided impetus for the University to review institutional structures and processes and make changes that position the University for the future. In certain areas, structural adjustments have been substantial; however, the impact of such adjustments takes time to be embedded into institutional culture. That has already happened in significant ways, particularly in the assessment and planning processes. Other results remain to be seen in the future. For example, the University has now defined the backroom processes needed to ensure a robust student information system that will fully integrate off-campus students into University operations. Implementing these changes lies in the near future. Full engagement of staff at off-campus locations in new off-campus processes should also follow the implementation of changes in the student information system.

As far as University main campus operations are concerned, the University will continue to consciously ensure engagement of faculty and other groups in assessment and planning at a high level. New processes in these areas, as identified in this report, will take some time before they are embedded into the University culture. However, the framework and many necessary processes are now in place to make sure this happens. Next steps will include ensuring that the inclusive planning process used to establish the 2012-17 Strategic Plan will also be used in implementing, reviewing and updating the plan. While the connections between assessment and planning have also been developed and shown in practice, this connection still needs strengthening. This will happen, as the annual reporting on University KPIs becomes a regular expectation.

The University has made many decisions in the past four years, from the redefinition of senior management positions (including the reorganization of the Office of the Provost) to the establishment of the School of Distance Education and the increase in staffing for assessment. Each of these changes has strengthened the institution and its service to all students, making it better able to fulfill its mission. The restructuring, staffing changes and innovations in infrastructure that began four years ago will help ensure good practice and make it possible for the University to meet the commitment to excellence that lies at the heart of the institution's mission statement.